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ESSENTIALS OF CORRECT ENGLISH

ESSENTIALS OF
CORRECT ENGLISH
WITH DRILLS FOR MASTERY

BY
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To
V. S. H.

PREFACE

This is another book dealing with the essentials of formal English. Its purpose is to secure decently accurate speech and writing. We offer it to an already crowded market because we believe that, by its arrangement and method, it will get results.

In writing the text we have had in mind three guiding ideas.

1. In each unit of work (whether a year, a semester, or a shorter term) a few essential facts shall be thoroughly learned, a few skills thoroughly developed.
2. When a fact or a principle has once been learned, it shall not be forgotten; when a skill has once been developed, it shall not be allowed to lapse. Pupils shall be held responsible for the use of the knowledge and skill which they have acquired.
3. These objectives shall be adopted as the objectives of the pupils in a school system, rather than merely of a few English teachers in the system.

A few things mastered each term. On the basis of the most reliable investigations we have selected about seventy-five of the essentials of correct English. These we have grouped into eight units of work of increasing difficulty—ten to fifteen specific masteries to a unit—so that during each term of the English course a few important abilities may be brought to something like perfection. Each of these essentials to be mastered is presented as a definite problem accompanied by the explanations, rules, and exercises necessary for its thorough mastery. The pupil thus learns a few necessary facts in each grade, and he learns them down to the ground. This arrangement of materials is the first distinguishing feature of the book.

Insuring retention and use of previous knowledge and skills. "But this gets us nowhere," someone says; "pupils have always learned things in the grades in which they were taught—and have promptly forgotten them in the next; what we need is some method by which pupils will remember what

they learn and use what they remember." The second distinguishing feature of the book is that it supplies such a method. It does so by a thorough system of reviewing and using what has been learned. (1) At the beginning of each unit of work to be taught in a grade or semester there is an outlined statement of the knowledge and abilities required of the pupil at that stage in his progress. This statement of required knowledge and ability is cumulative: that is, the requirements of Part I are included in the requirements of Part II, those of Parts I and II in those of Part III, and so on, the new material of each part being printed in boldface type. Frequent references and questions in the explanations and exercises of the text necessitate a constant review of these requirements. The pupil is thus not allowed to forget what he has learned; he is constantly encouraged to use it. This method alone is a very positive help in building up the associations which keep alive the knowledge and abilities already acquired. (2) As each new problem is introduced, there is a review of all material on which the new knowledge or skill is based. (3) After the study of items of special difficulty, there are self-testing exercises by the use of which the pupil reviews his work and finds out whether he has mastered his problem. (4) After every third or fourth problem there is a dictation exercise—an arrangement especially designed to necessitate the frequent use of all abilities previously gained. (5) By being limited in his written work to a specified number of errors in violation of the principles already studied, the standards to be set by the department or the teacher, the pupil is held responsible at all times for the application of what he has learned to date. (6) At the end of every part there is a review, with self-testing exercises, of the materials of that part or term, and then of the material in all previous parts. (7) At the beginning of each part or term's work there is another review, again with self-testing exercises, designed for the recall of what may have been forgotten during vacation. (8) At the beginning of every part there is a problem composed of numerous exercises designed for the elimination of common speech errors. Each of these problems begins by reviewing all that has been learned in pre-

vious lessons. (9) In all these eight types of review there are brought up again and again twenty of the most common errors made by the high-school pupil, with the elimination of which fully half of the pupil's mistakes would disappear.

Such a system of reviews—advocated by educators for the last decade, but attempted so far as the author knows in no other text—compels frequent recall and repeated use of principles mastered, and thus guarantees the formation of more fixed habits of correct English usage. These habits constitute the final purpose of every intelligently constructed drill book.

Motivating thorough mastery. The third distinguishing characteristic of the text is a proposed set of standards of accuracy for all normal pupils in the school.¹ In every group of pupils there are those who do their work conscientiously and well, and there are those who flounder along with just as little effort, just as little knowledge, and just as few abilities as they can possibly get away with. For the former group such standards are a stimulating challenge; for the latter, the roweled spur. Under the stimulus of similar standards many pupils in the writer's classes have in four months' time made a decrease in the number of errors in writing of 50% to 75%. A count of over 50,000 words, representing the work of the pupils of ten teachers, at the beginning and again at the end of four months' work showed a decrease in errors of 23%.

These standards may be attempted as they are; they may be raised or lowered; they may be disregarded entirely. It is suggested that each school using the text try out the standards, revise them to suit local conditions, and then publish the revised standards as the absolute requirements of the school system. This word, however, to those who may think they should be lowered: (1) The materials required are the essentials of English; hence the standards for normal pupils should be little short of absolute mastery. (2) For the pupils mentioned above, who are interested in merely "getting by," the higher the standard the better their work; the lower the standard the worse their work. (3) Special provision should be made for pupils of subnormal ability.

¹ See the Appendix, pp. 532-33.

HOW TO USE THE BOOK

I. When presented as organized. The best way to use the book is to place it in the hands of the pupil in his first year in secondary school, require the mastery of one or more units each semester, return the book to the pupil at the beginning of each subsequent year, and then at every step of his progress insist that he know and use intelligently every usage which he has thus far studied.

This means that the pupil would use one accuracy book throughout his whole high-school course—whether four or six years. The use of a single book over such a long period of time might be poor psychology if it were a text on creative composition, but such a use of an accuracy book is an excellent means of creating a sense of responsibility for correct usage on the part of the pupil. When he has in his own hands throughout his high-school course the statement of what he has to know and what abilities he must have, and even the exercises by which he can regain lost skills, he just cannot get away from them. Alibis are impossible.

In the junior-senior high-school system one unit may be offered each semester beginning with the seventh grade and ending with the tenth. In systems in which pupils reach the junior high school with slovenly habits and little knowledge, two semesters may be devoted to Part III and the work finished in the eleventh grade. In those few systems which relegate all formal English to the junior schools, the last four units may be taught in the ninth grade. Where one unit is taught each semester, it is probably better to teach the principles of correct usage early and check for their application during the rest of the term.

In the four-year high school in which pupils have had good previous training it may be possible, by giving tests on the earlier units, to start pupils with the third or even the fourth unit. More often, even in systems where the training

has been rather thorough, it will prove better to give two units each semester through the ninth and tenth grades. In the average four-year high school the first two units may be covered in the first semester, the third in the second, and either one or two units in each semester thereafter.

Even though a teacher who is following the book as presented may be working in an early unit, he may at any time turn to a later unit and teach any usage which he finds his pupils especially need.

In schools using the individual contract or Dalton plan pupils must know exactly what is required of them, must have instructions which are readily comprehended, and must have enough drill material to make the usage a habit. These needs are all amply met in the text.

II. When presented otherwise than as organized in the text. A teacher who prefers to organize his own materials or is forced to follow a course of study different from the order of this text may pick and choose his materials from this text just as from any other. The index as well as the correction chart on the inside of the back cover gives in boldface type the problem in which any item is most fully developed and in regular type the other pages on which the item is covered less thoroughly.

Problems starred in the table of contents and in the text are optional; they are not necessary to better speech and writing. Problems B to F are inserted in Part I for those teachers who prefer to teach the sentence before teaching the parts of speech.

In schools where little time is allotted to formal English the review lessons or the dictionary lessons or the oral correction drills, or the instructions in spelling may have to be omitted. Whatever is taught, however, will be found treated more thoroughly in this text than in most of those now on the market. The scheme outlined on the opposite page is one possible plan for a school in which all formal aspects of English must be covered in not to exceed one-half of the periods devoted to English during the first two years. The numbers following each problem number indicate the class hours devoted to teach problem.

HOW TO USE THE BOOK

PLAN FOR 20 PERIODS PER SEMESTER FOR TWO YEARS

SEMESTER I

<i>Problem</i>	<i>Number of Periods</i>
2	1
4	1
5	1
7-8	1
13	1
17	1
18	1
20	1
25	2
30	1
35	2
36-41	6
	<hr/>
	19

SEMESTER II

<i>Problem</i>	<i>Number of Periods</i>
42	1
43	2
45	2
47	1
48	1
49	2
50-51	2
52-53-55	6
58	2
	<hr/>
	19

SEMESTER III

<i>Problem</i>	<i>Number of Periods</i>
61	1
62	1
63	2
64	1
65	1
66	2
69	2
71	1
72	1
73	1
74	2
75	1
78	1
	<hr/>
	17

SEMESTER IV

<i>Problem</i>	<i>Number of Periods</i>
80	1
81	1
82	1
83	1
84	1
85	2
88-89	1
90	1
91	3
92	3
95	2
	<hr/>
	17

A. S. H.

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ESSENTIALS OF CORRECT ENGLISH

A NOTE TO THE STUDENT

Every year since I began to teach I have seen girls in tears and boys in sullen disappointment because they have failed in English. Almost always these failures have been due to such things as spelling, capitalization, punctuation, sentence structure, and grammar.

Sometimes pupils have failed to be promoted. Sometimes they have failed to be graduated. Sometimes they have failed their college examinations. Sometimes they have failed to get into normal school. Sometimes they have failed to get positions in business houses. And almost always, don't forget, the failure has been due, not to their inability to speak or write excellent English, but to their inability to speak or write *clear, correct* English. They made too many mistakes in spelling, capitalization, punctuation, sentence structure, grammar, pronunciation.

I wish I knew some way to impress upon you the fact that inaccuracy simply will not be tolerated by a great many people. Thousands of business and professional men look upon careless speech, bad grammar, and poor spelling by pupils leaving the high school—whether graduates or not—as signs of unpardonable ignorance, inexcusable indifference, or plain stupidity. Many doors to positions that these men have to offer are closed to young men and young women who insist upon using slovenly English.

These young men and women come to me after they have left school and ask me why the schools did not impress upon them the importance of using good English. When I

tell them that we teachers do the best we can, but frequently the pupils simply do not want to learn, they ask, "But why did you not *make* us learn whether we wanted to or not?" I don't know what answer to make to them.

When I first started to teach, I thought that every tub should sit upon its own bottom; that if pupils did not want to learn, a teacher might let them remain ignorant, no matter what that ignorance might cost them later. I am not so sure of that now.

Not long ago a young man came to me and said, "Well, I missed out on a job this week that would have paid me a thousand dollars a year more than I am getting now."

"Is that so? What was the trouble?"

"They want someone to look over the letters that go out of the office to see that they are well written. I don't know enough about English to tell whether a letter is well written or not."

This young man is a high-school graduate. He had a chance to learn the fundamentals of good English, but when he was in high school, he was not interested in learning English. His lack of interest is costing him now a thousand dollars a year. If he never overcomes his handicap, that will mean, if he works forty years, that his lack of interest will cost him forty thousand dollars during his lifetime.

Does this not prove that it is worth while for financial reasons alone to learn to write well? Does it not also prove that if a student does not want to learn, the teacher should make him learn whether he wants to or not? For this young man is not the only one of his kind in the United States. There are thousands who fail in their ambitions to go to colleges and normal schools, there are thousands who are handicapped in filling important positions, because they are unable to express themselves in clear, straightforward sentences properly worded, spelled, capitalized, and punc-

tuated. It is not impossible that you should be one of those who fail.

This book is intended to help you to save yourself from such a failure. You can do it. You can learn how to speak and write correct English. How? Here is a plan that you can easily follow.

How to use this book. There are eight units of work in this course, each a little more difficult than the one before it. At the head of each unit you will find set down a few things which you must learn. There are only a few, and they are not very hard. You can master them easily. Your teacher will tell you how well you must be able to apply these things that you learn to exercises which are in the book or which he may give you.

After the statement of required knowledge, there are twelve or fifteen problems, including, first, some explanations that will help you to learn the required facts and understand the required principles; and secondly, many exercises to aid you in learning how to apply the knowledge thus gained. These exercises are very important, [for it is not enough to know *how* to do a thing; you must practice doing it until it becomes easy, until you have the habit of doing it right almost without thinking.]

When you have learned to do the exercises correctly, then comes the hardest and most important part of all: *You must apply what you have learned to your own written compositions and to your own conversations.* There is not much more value in learning the rules of grammar, unless you are going to apply them to your speech and writing, than there is in finding out how many hairs there are on a cat's tail. Such a study of grammar is just a waste of time. So, after you have learned that a period follows an abbreviation, you should never use an abbreviation that is not followed by a period. After you have learned the difference between a dependent clause and a sentence, you should

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never use a dependent clause for a sentence in your writing. After you have learned that the predicate nominative requires the nominative form of the pronoun, you should never use the objective case form for this construction in your speech and writing.

Your teacher will try to see that you do not make many errors in your English exercises, but that is not enough. If you wish to form correct habits in the use of English, so that you will spell, capitalize, punctuate, and use correct grammar as naturally as you dot your *i*'s and cross your *t*'s, you must be careful not only in your English work but in all your other classes—yes, even in the halls, on the playground, and at home. It is next to impossible to use good English for the English teacher if you use poor English everywhere else. The human brain simply does not work that way. If you practice bad English fifteen of your waking hours each day and practice good English only one hour, it stands to reason that you are going to become about fifteen times more efficient in using bad English than in using good English, doesn't it? Bad English habits are going to become much stronger than good English habits. Therefore, unless you practice good English most of the time, you are going to find it very difficult to meet the requirements of this course and of your later work, whether that be in school or in business.

As you become familiar with the text, you may notice that some of the rules set down for you are constantly disregarded even by the best writers whose work you know. You will then wonder why your school insists that you follow rules to which many good writers seem to pay no attention.

If you were teaching someone to ride a bicycle or a motorcycle and he wanted to start in with such fancy tricks as standing on the seat, riding backwards, or steering with his hands in his pockets, you would probably say, "Oh,

come on, wise guy. First learn how to ride; then start your fancy tricks."

That is probably the way your English teacher feels about you. She wants you to learn how to write ordinary English before you begin to cut any fancy capers with the language. Until you can steer your way through traffic, keep both hands on the steering gear and follow the rules.

If, however, you thoroughly understand the rule and—as good authors frequently do—you wish to disregard it, your teacher will probably be willing to have you do so if you put the number of that particular error (see inside of cover) in your margin. This will indicate that you did not make the mistake through ignorance or carelessness, as many high-school pupils do, but because you preferred the less formal usage.

PART I

REQUIRED KNOWLEDGE AND ABILITY

In order to complete the work of this unit you must acquire the knowledge set forth below and attain the standards of ability required by your school. See pages 532-533.

I. THEME AND LETTER WRITING

1. Exact following of the regulations of the school for size and heading of paper, use of ink, title, margin, paragraph indentations, word division, and standard of handwriting
2. Conformity to accepted forms in letter writing
3. Papers with no more than four errors per hundred words in violation of the requirements for this unit in capitalization, punctuation, diction, grammar, and spelling, when use of dictionary is permitted.

II. CAPITALIZATION

1. The capital is used
 - a. To begin a sentence
 - b. To begin a proper noun or its abbreviation
 - c. To begin a word (or its abbreviation) denoting rank or a title when it precedes a proper noun
 - d. To begin the important words of a title
 - ✓ e. In writing the pronoun *I*

III. PUNCTUATION

1. The period is used
 - a. At the close of a sentence
 - b. After an abbreviation

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2. The question mark is used after an interrogative sentence
3. The exclamation point is used after an exclamatory sentence
4. The colon is used after the salutation in a letter

IV. COMMON ERRORS TO BE AVOIDED

1. In diction, due to carelessness and confusion of meaning

*anyways, anywheres, somewheres, no-
wheres*

we was, he (she or it) don't, ain't
errors in verbs *do, see, come, go*

or other
errors in
speech pe-
culiar to
the locality

2. In grammar and sentence structure due to carelessness or ignorance of grammar
 - a. Omission of letters, syllables, words
 - b. Repetition of letters, syllables, words

V. GRAMMAR

1. The sentence
 - a. Kinds of sentences as to use: interrogative, exclamatory, declarative, and imperative; end punctuation of each
- 2.
3. The noun
 - a. Common and proper; use of capital with proper noun

VI. SPELLING AND USE OF THE DICTIONARY

- A. Ability in spelling
 1. To spell with 95 per cent accuracy all words through Group 33 (See pages 512-515)
- B. Ability in using the dictionary
 1. To locate a given word
 2. To tell how it is spelled
 3. To give its syllabication
 4. To give its accent
 5. To give its meaning

PROBLEM 1

VALUE OF ACCURACY

Problem: *To find out what value there is in writing and speaking correct English.*

Review: Pages 1-5. "A Note to the Student."

1. Give three reasons why one should use good English. They are not all in the note to the student. Think them up yourself.

2. Put on the board as many reasons as the class can give, and discuss which are the most important. Spend a full period on this work, or two if necessary.

3. Talk to someone whose work demands that he use good English and report to the class what he says about the need for using good English. Those who plan to go to college may talk to someone who has taken a college entrance examination.

4. Do you think the schools should insist upon a high standard of English for promotion? Why? Why not?

5. Look over the statement of required knowledge at the head of this unit. What are the requirements for (1) theme-writing, (2) capitalization and punctuation, (3) avoidance of mistakes, (4) knowledge of grammar, (5) spelling, (6) use of dictionary? Is most of this new to you or have you had it before?

6. Look over one of the problems. What is the bold-faced statement of the "problem" for? What are the explanations for? What are the exercises for? More important than any of these, what is the whole book for?

7. Tell some things that you must do if you are to learn to speak and write correctly.

8. Why is it necessary to be careful of one's writing and speech in other classes and outside of school?

9. Write a theme on one of the following topics:

Why I Should Speak Correctly
Why I Should Write Correctly
How To Learn To Speak Correctly
How To Learn To Write Correctly

PROBLEM 2**ERRORS COMMON IN SPEECH**

Problem: *To learn to avoid a few errors especially common in speech.*

Local errors. If you are to stop making mistakes in speech, you must first find out what your mistakes are.

EXERCISE 1. During the first week of your study of this unit, appoint one committee to make a list of all errors heard in the English class; another, those heard in other classes; a third, those heard in the halls and on the school grounds. The class as a whole can make a list of errors heard outside of school. On a day agreed upon, bring all these errors to class and list as many of them as you can on the blackboard. With the aid of the teacher, make a list of perhaps twenty or thirty of the most common speech errors made in your school or community.

EXERCISE 2. Select from the errors collected in Exercise 1 a list approximately equal in number and in difficulty to those in the statement of requirements at the head of this unit (IV, 1), and make them into an exercise in sentence completion similar to Exercise 5 below. After dividing the class into two teams with the teacher as umpire, let a member of team A make an incomplete sentence similar to those in Exercise 5, but using the local errors selected by the class, and call on member 1 of team B to complete it. Team B then takes its turn, calling on member 1 of team A

to complete a sentence made by team B, and so on around until every member of the class has had an opportunity to complete one or more sentences. The team making the greater number of accurate completions wins the contest.

EXERCISE 3. With this same short list of errors make sentences for correction like those in Exercise 6, and proceed with a contest in correction just as in Exercise 2.

Individual errors. More important for you than finding out what errors are made by people in your community or by the pupils in your class is finding out what errors you yourself make in your speech.

EXERCISE 4. Make a list of your individual errors on page 531, if you own your book, or in some other manner satisfactory to your teacher if you do not, and proceed to eliminate them. Watch your own speech; get your friends and members of your family to call your attention to the errors that you make. Notice your particular mistakes when they are brought up in class. *Say the correct form over and over again*, to yourself and in your conversation, whenever you get the chance.

General errors. The following errors are common in most parts of the country. Unless you have made a list peculiar to your locality, which the teacher wishes to use instead of these, study them and do Exercises 5 and 6 based upon them.

There are no such words in English as:

ain't	nowheres
anyways	somewheres
anywheres	everywheres

The following expressions are always wrong:

we was, you was, they was	have (has or had) went
he don't, she don't, it don't	have (has or had) came

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I (you, she, it, we, they) seen

I (you, she, it, we, they) done it

I sees, we goes, they runs, you comes

(s added to a verb whose subject is anything except 3rd singular)

The tenses of irregular verbs will be taken up later. Meanwhile, your teacher may wish to call your attention to the following forms:

Present Tense (To-day)	Past Tense (Yesterday)	Perfect Tenses
I come he sees she goes they do it	I came he saw she went they did it	I have <i>or</i> had come he has <i>or</i> had seen she has <i>or</i> had gone they have <i>or</i> had done it

Notice what form of each verb goes with the helping words *have, has, had*; and *is, are, was, were* (in passive voice).

EXERCISE 5. After studying the sentences below to determine the correct forms, a member from team A may make a sentence like any one of them and call on a member of team B to choose the correct form. Continue as suggested in Exercise 2 above until everyone gives the correct answers easily. The team giving the greater number of correct answers wins.

1. They might have (went, gone) if we had asked them.
2. He (did, done) it before they came.
3. We (saw, seen) a good movie last night.
4. I (haven't, ain't) seen her since supper.
5. I have left my gloves (somewheres, somewhere) and can't find them.
6. Then I (runs, ran) over and (tells, told) him to keep away.

7. The old mountaineer had never (seen, saw) a swordfish.
8. How do you like what we (did, done)?
9. How do you like what we have (did, done)?
10. We didn't know that she had (come, came).

EXERCISE 6. Correct the following sentences. Use the same competition between teams as in Exercises 2 and 5.

1. He ain't the captain, is he?
2. I ain't got my lesson this morning.
3. I put my book somewheres and can't find it.
4. He looked everywheres for his raincoat.
5. Well, you are not the whole class, anyways, are you?
6. Have you seen Viola Engel anywheres this morning?
7. Then on Monday I goes over to the field and sees a fine ball game.
8. We was all there at twelve o'clock except you.
9. It don't make any difference how you say it.
10. You seen her down there yesterday, didn't you?
11. Well, I wasn't the only one. He done it, too.
12. They had finished their lessons and went to the show.
13. He come home with us last night.
14. So I goes right up to him and looks him straight in the eye.
15. He didn't even know who we was.
16. She don't learn very much in school.
17. They seen us when we were leaving.
18. You know you done wrong not to tell him about it.
19. They had all went before we got there.
20. She might have came if her aunt had let her.

PROBLEM 3

SCHOOL THEMES

Problem: *To learn how to arrange a school theme.*

Almost all the writing that most of you will do for at least the next year or two will consist of school themes, letters to friends and relatives, and an occasional letter to a comparative stranger or a business house. It is well, therefore, to know the accepted forms for these types of writing and to use the correct forms so habitually that it would seem awkward to use any others.

Arrangement of themes. Your school doubtless has its own particular requirements for the arrangement of themes. Whatever these may be, you should learn to follow them exactly. Most schools agree upon the six suggestions listed below and illustrated in the written theme.

1. The title should be separated from the theme by at least one line.

2. There should be a straight margin of about one inch at the left of the page.

3. A new paragraph should begin at least one-half inch to the right of this margin.

④ A word of two or more syllables at the end of a line may be divided between syllables. Never divide words of one syllable.

5. Handwriting should be neat and legible, at least as good as sample 60 on the Ayres scale of handwriting.¹

⑥ Themes for permanent record should be written in ink or typed.

The teacher will put upon the board exact instructions for the heading of papers in your school: name, date, sub-

¹ Leonard P. Ayres, "Scale for Measuring the Quality of Handwriting of School Children," Bulletin No. 113, Division of Education, Russell Sage Foundation.

On Being Accurate

The ideal or habit of doing things accurately is of great value to a student in school. It enables him to do better work and secure better grades. It wins for him the respect of his teachers and classmates. It increases his pleasure in his work and heightens his self-respect. When letters come to the principal asking him to recommend a reliable person for a position, the boy or girl who has been neat and accurate in his work is more likely to receive the recommendation.

It pays to be accurate.

ject, period, and whatever else may be required. You will then practice this form until you can do it exactly right. In preparing themes in the future, you will be required to use this heading and to observe the six directions listed above. This is the first requirement for a passing grade. Begin now to do things accurately.

You may like to write on one of the following topics.

Lost After Dark

My Dad's Best Story

A Pleasant Surprise

Almost Drowned

A Lie That Didn't Pay

A Great Disappointment

Caught in the Act

My Dog's Best Trick

PROBLEM 4

THE FAMILIAR LETTER

Problem: *To learn how to arrange a letter to a friend or relative.*

Arrangement of the familiar letter. Model 1 is one correct form for a letter to a friend or relative. Notice the five different parts.

1. *The writer's address and the date* at the right side of the page near the top. (The address need not be written, of course, when it is printed on the stationery, as on page 24.) Notice, regarding the punctuation, that always there is a period after an abbreviation; that no punctuation, except these periods after abbreviations, is used at the ends of the lines; that there are commas within the lines. Where? Be careful with these commas. Their misuse is a very common error on the part of high-school pupils.

2. *The salutation, Dear George.* It is two or three lines or spaces below the heading. It begins at the margin. It is followed by a colon. It begins with *Dear*, and *Dear* is capitalized: *Dear Anne, Dear Uncle Henry, Dear Mr. Hunter.*

36 Texoma Street
New Britain, Conn.
December 1, 1932

Dear George:

How would you like to spend the Christmas vacation with me here in New Britain? You have seen what it is like here in the summer, and now I should like to show you that we can have a good time in the winter, too.

Dad and I have just finished a big red and green double ripper that will carry eight people. We want you to try it out on the hill behind our house.

We can hike up to Look Lake again, too; take our lunches, build a fire, set four or five lines through the ice, and spend a day skating and fishing.

Write me that you will come.

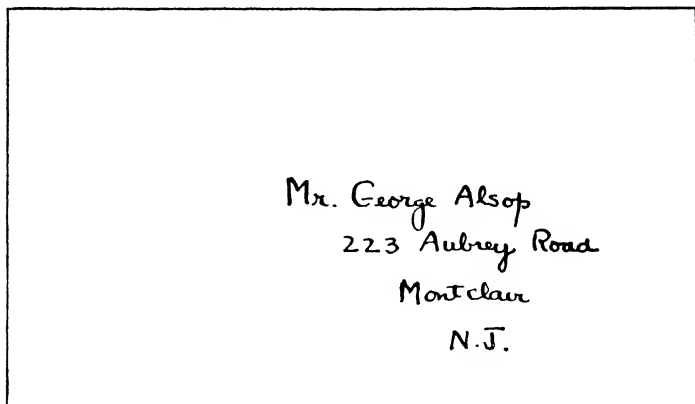
Cordially yours,
Earl

3. *The body or main part of the letter.* It begins on the line below the salutation. The separate paragraphs begin about one-half inch from the margin, just as in the school theme.

4. *The leave-taking.* It is on the next line after the body of the letter. It is followed by a comma. It may be *Yours truly*, *Very truly yours*, *Sincerely yours*, *Cordially yours*, *Affectionately yours*, *Lovingly yours*, depending upon the familiarity and the feeling you wish to show. *Sincerely yours* or *Cordially yours* is usually acceptable in a friendly letter.

5. *The signature.* It is on the next line after the leave-taking. It starts somewhat to the right of the beginning of the previous line.

Notice, too, the envelope. The first line of the address, or superscription, falls near the middle of the envelope,



equally distant from top and bottom and from right and left. Each succeeding line starts a little farther to the right. There is no punctuation at the ends of lines except after abbreviations.

This is not the only correct form for a friendly letter,

but it is as good as any. It is better for you to know one correct form and use it all the time than to know three or four others and so confuse them in your writing that you are never sure when you are right. If you have already adopted another form and wish to continue to use it, get your teacher to approve it. Otherwise you will be expected to use this form in your future work in class.

There is probably little value in learning these five parts of a letter. Simply practice this arrangement of the parts until you can use it perfectly time after time.

EXERCISE 1. Rearrange the material in the following letter so that it will be correct.

September 14, 1922 14 Warlock Street Duluth, Minn. Dear Harry: Gee, you don't know how much I wish I could accept your invitation to come to Alabama to school this winter. It is already getting cold, and I never have liked these northern winters since we came up here. I'll answer your letter later. This note is just to let you know that I can't be your roommate at Glamorgan. Good luck. Cordially yours, Fred

EXERCISE 2. Write a personal letter, properly arranged in every detail, to one of the persons listed below, or some other person satisfactory to your teacher. Continue this exercise until you can write a friendly letter correctly without referring to the model. Be especially careful with the punctuation in the heading of the letter. Lack of attention to this punctuation is one of the most persistent faults in the writing of high-school pupils. Get the form absolutely correct.

To your best out-of-town friend, telling him any interesting bit of news

To someone ill in a hospital

To someone back home, telling of your first day in camp

To someone at home telling of a visit you are making

To aunt, uncle, grandmother, cousin, nephew, friend

PROBLEM 5

MORE LETTERS

Problem: *To learn the correct form for letters to people with whom one is less familiar than with one's personal friends and relatives.*

Arrangement of the less familiar letter. This letter (Model 2) is more formal than that in Model 1.

The heading is the same form as in the familiar letter. Often the writer's address being printed on the stationery—a common practice just now—only the date has to be written, as in the letter on page 24.

The salutation is much more formal. Notice that the address of the person to whom the letter is sent is written out in full. There is no punctuation at the ends of the lines except after abbreviations. Each line of the address is slightly indented beyond the one preceding. (This is not the only correct form, but it probably looks better than any other when the letter is not typed.) The salutation does not begin *Dear Mr. Hilton*, but *My dear Mr. Hilton*. This is accepted as being better form when you are writing to those with whom you are not very familiar. Notice that *dear* begins with a small letter when it is not the first word. The colon is used after the salutation as in the familiar letter.

The body of the letter is arranged just like that of the familiar letter.

The leave-taking is much more formal. *Respectfully yours* is correct when a young person is writing to an older person with whom he is not very familiar, or when anyone is writing to a person in special authority, such as a principal or a high public official. It is more distinctively courteous than *Yours very truly* or *Very truly yours*, either of which would have been acceptable here.

2443 North Natrona Street
Philadelphia, Pa.
July 3, 1904

Mr. Samuel Hilton
26 West St.
Chicago, Ill.

My dear Mr. Hilton:

Father has just told me that while he was talking to you on the Pullman yesterday on the way from New York, you remarked that many letters came to your desk bearing foreign stamps, which you throw into the waste basket.

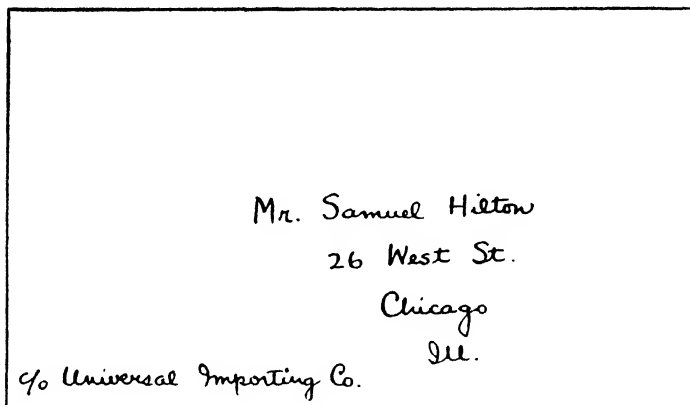
I am collecting stamps and should appreciate very much your saving them for me. Father says that he does not think you would mind doing it, and that he will ask you for them from time to time when he is in your office in Chicago.

Respectfully yours,
Joseph Dotterer

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The signature gives, not just the first name, but the name in full.

The superscription, or address on the envelope, is the same except that the name of the company with which Mr. Hilton is associated is given in the lower left-hand corner



to aid the postman in locating him. This is necessary when many companies have offices in the same building.

Business letters, inquiries, orders, complaints, payments, and letters of application, when written in longhand, have the same form as Model 2 except that *Yours very truly* would be used instead of *Respectfully yours*.

EXERCISE 1. Arrange the material in the following letter correctly.

Lyons Township High School La Grange, Ill. December 14, 1917
Mr. B. K. Timmons 623 Kimball Building Chicago, Ill.
My dear Mr. Timmons: The boys here at school have formed a High-Y Club, which meets at the new Y.M.C.A. every Friday night at six-thirty for dinner and a talk by someone whom we like to hear. As chairman of the committee to get speakers, I proposed a list to the boys at our last meeting. They

were unanimous in asking me to get you as one of the first. You choose your own subject and your own date; but please let me know as soon as you can when you can be with us. Very respectfully yours Edward Leonard, Chairman

EXERCISE 2. Write the following letters, or others similar in type, being sure to get the forms absolutely correct. Watch especially the punctuation of the headings.

To the principal of the school, asking permission to form a new club in the school

To the person in charge of a baseball field, asking that a certain date be reserved for a game your team is playing

To some woman, asking her to chaperon an old-fashioned straw ride in an automobile truck

To a dancing teacher, asking her to train a group in a minuet

To a supply house, ordering the necessary articles for sleeping outside in the winter (What shall you need?)

To some government bureau, asking for a pamphlet on some subject

To some authority, asking for an explanation of something that has puzzled you

To someone for whom you would like to work this summer, applying for a position

★ PROBLEM A ¹

THE TYPEWRITTEN LETTER

Problem: *To learn how to arrange a typewritten letter.* (This problem need be mastered only by those who hand in their themes in typewritten manuscript.)

Review: Problems 4 and 5.

The only new things in the typewritten letter (see Model 3, page 24) are the block form of heading and salutation and the open line between paragraphs. Neither of these changes is necessary to make a correctly written letter.

¹ A star (*) indicates optional work.

576 WEST 173 STREET
NEW YORK CITY

March 17, 1928

Mr. Walter Crockett
State Director of Publicity
Burlington, Vermont

My dear Mr. Crockett:

Three of us boys are planning to go somewhere to camp next summer. The climate and scenery of Vermont have been recommended to us by some people we know who motored through Vermont last summer. We have just heard from one of our teachers that your office will send to anyone wishing it a list of camps situated in Vermont. We should be very glad to have this list.

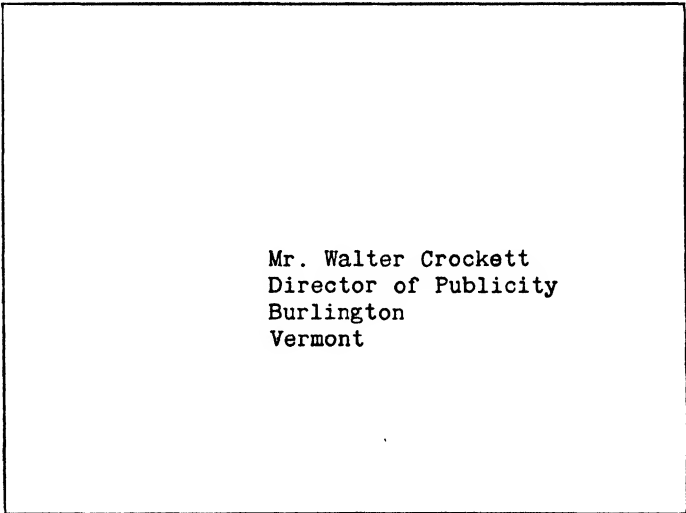
Mother wants me to ask, too, whether you have a list of farm houses that are for sale. She is interested especially in a place with some forest land, a good view, and a lake or stream near by for canoeing.

Yours very truly,

Ivan Ivoloski

Even when using the typewriter some people prefer the form of Model 2 to that of Model 3. On the other hand, the block form looks neater in a typewritten letter, and the open lines between the paragraphs in single-spaced letters are very common indeed.

The letter should be in the middle of the page. If it is short, it will start lower down, and the margin on either side will be wider. Sometimes double spacing is used in very short letters. Then the arrangement may be like Models 1 and 2. The form for the envelope is indicated below.



Mr. Walter Crockett
Director of Publicity
Burlington
Vermont

EXERCISES. The exercises for this problem will be the same as those in Problems 4 and 5.

PROBLEM 6

SAYING WHAT ONE MEANS

Problem: *To learn to make words express meanings exactly.*

Adults as well as high-school pupils frequently get into difficulties because they do not say exactly what they mean. Indeed, for all except a few ambitious scribblers, one might sum up a whole course in composition in three precepts:

Think straight
Say exactly what you mean
Say it correctly

Every class you attend, every person you meet, every experience you have forces you to think a little and, one may assume, to think a little more wisely. The many times that you speak each day, and especially the few times that you write, are opportunities to express your thoughts clearly and exactly. Ask of each sentence: Is that exactly what I mean? Don't leave it till it expresses your idea precisely. Accurate self-expression is something like shooting baskets from the foul line; it demands deliberate careful attention. In all the work of this course make it your business to say carefully exactly what you mean.

EXERCISE 1. Can you make out what the pupil meant in the theme below? He did not think straight, did not say what he meant, and did not say correctly what he did say.

HOW TO HANDAL A RIFLE

To handal a rifle you must keep it in order. Keep it clean and grease it often. To clean it you take a wire and put a rag on the end of it and pull it through the barral. You should know how to take it apart and grease every part of it. When you are not using it and grease until you take it out to use take a rag and

wipe it all off. When you are using the rifle and get it wet wipe it off with a rag before it gets rusty. In doing all of this you should know how to handle a rifle.

There are two failures to say exactly what one means which are due to sheer carelessness. We shall call them errors of omission and errors of repetition. Errors of omission include omitting letters or syllables from words, or words from sentences. Errors of repetition include an occasional repeating of letters or syllables in words, but more often the repeating of words in sentences. Notice the errors in the following sentences. Are not every one of them due to carelessness, laziness, slipshod methods of work?

Rose offered to sell us us the plymouth rock eggs, but we did not want the.

Ralph is gong into business for himself. He expect to a lot of money.

Except for mistakes in punctuation and mistakes in spelling, such errors as these are probably more numerous in the writing of high-school pupils than any others.

If you are guilty of making such silly mistakes, or if you desire to make your words say exactly what you mean, any of the following methods may help you.

①. Pay more careful attention to what you are doing while you write your theme.

②. Read your theme over carefully before handing it in.

③. Read your theme aloud. This is one of the very best methods of learning to write well and of avoiding such errors as those above.

④. Write the theme in pencil first; then make a careful copy in ink.

⑤. Form a group of three or four in or out of class to look over one another's themes before handing them in. By learning

to notice the errors of others you increase your ability to catch your own.

Try these methods one after another at various times and thus find out which are most helpful to you. They will help you in overcoming other errors besides those dealt with in this problem.

EXERCISE 2. Correct all errors of omission and repetition in the following theme.

A Small Boy with New Rubber Boots

I think my little nephew enjoyed the happiest moment I have witnessed this when he got his new pair rubber boots. When he was told that he might have the, he jumped around with with great glee. On the appoint day he proudly walked to the store with his mother mother. He was overjoyed when he saw the boots, and proclaimed them to be better his play-mate's.

On the very next day it rain so hard that the gutters were torrents of water, and then it was that I witnessed the happiest moment I have seen this year. Louis waded in the water over his knees, striding proudly against the current and watching the water swirl about his boots. He sailed his fleets of paper bags and cigarette boxes, his eyes bright his own importance. He shouted an laughed, and commanded and lauged again. He had his new. He was a big man. He was happy.

PROBLEM 7

BEGINNING AND ENDING SENTENCES

Problem: *To learn how to begin and end a sentence correctly.*

Our aim is to come as near absolute accuracy in writing as possible. A person is far from accurate who does not begin and end his sentences correctly. Only the ignorant or careless are guilty of these errors.

A sentence always begins with a capital letter.

A sentence always ends with a question mark, an exclamation point, or a period.

The interrogative sentence. If a sentence asks a question, we call it an *interrogative sentence*. An interrogative sentence begins with a capital and ends with a question mark.

Will you go with us this afternoon?

Smith, can you play third base?

The exclamatory sentence. If a sentence expresses very strong feeling, for purposes of punctuation we call it an *exclamatory sentence*. An exclamatory sentence begins with a capital and ends with an exclamation point.

You wouldn't dare do that!

Come out of there! That wall is falling!

All other sentences end with periods. It is not necessary that you know about other kinds of sentences in order to use the correct punctuation, but the knowledge may be useful in other connections, especially in the study of other languages.

If a sentence merely makes a statement or a declaration, we call it a *declarative sentence*. A declarative sentence begins with a capital and ends with a period. If a person

makes a statement in an excited way, the sentence may be considered both declarative and exclamatory. It then may end with the exclamation point.

This house is only three years old.

I have eighteen books in my library.

The dam has burst! The city will be washed away!

If a sentence is a command, we call it an *imperative sentence*. An imperative sentence begins with a capital, and usually ends with a period. Occasionally a sudden excited command may end with an exclamation point. It is then both an imperative and an exclamatory sentence.

Try for the basket whenever you can.

John, shut that front door.

If John does not shut that front door right away, his father may get excited and say the same words in another tone of voice, a tone which suggests that something is going to happen if that front door is not immediately closed. That or any other excited tone of voice may be suggested by the exclamation point.

John, shut that front door!

Exclamation points are not very commonly used by good writers. You will be safe in avoiding them except in writing conversations, and it is well to use them sparingly even then.

EXERCISE 1. On one page of some book that you are using in class, find all the capitals and end-punctuation marks that are used in accordance with the above rules and explain the reason for each one. If your teacher wishes, tell whether each sentence is interrogative, exclamatory, declarative, or imperative.

EXERCISE 2. Correct the beginning and end of each of the following sentences. Be ready to give the reason for each change that you make. What kind of sentence is each?

1. these I stowed away by themselves, there being no need to put them into the chest, nor any room for them

2. did they not get into the fight

3. very true; but what are they doing here

4. my raft was strong enough to bear any reasonable weight that I might put on it

5. curse your stupidity do you know your right hand from your left

6. the next day I made another voyage

7. it blew very hard all that night, and in the morning when I looked out, behold no more ship was to be seen

8. I tell you we've found the cave we've found the cave

9. yes; stop at the store on the way back

10. did you look into the cellars

11. i am cast upon a desert island, void of all hope of recovery

12. her cape hung in graceful curves

13. do you remember the story of Abernethy

14. besides, in our case, we were obliged to proceed without noise

15. oh hang Abernethy I don't know Abernethy I hope I never shall

16. we removed every carpet and examined the boards with a microscope

17. keep close under the wall

18. the valet now threw open a door and ushered me into the presence of his master

19. look out there's a rattler

20. what is well begun is half done

EXERCISE 3. Write ten original sentences, two of each of the five kinds studied above. Begin and end each sentence correctly.

EXERCISE 4. The teacher will dictate the following exercise.¹ Try to begin and end every sentence correctly.

I was in charge of the preparations for sleeping. Tom, Al, and I went out and got a lot of hemlock boughs. Having no beds but some shelves along the back walls, we piled the boughs on these shelves and put our blankets over them. Then we gathered a great heap of wood and built a roaring fire right out in front of the shack. It was great to lie there nice and warm in our blankets and watch the fire burn till we dropped off to sleep.

EXERCISE 5. Select a topic from among those on page 16 or 19 and write a theme, or a letter to a friend. Be sure that every sentence says exactly what you mean, that it begins with a capital and ends with a period or another correct end-punctuation mark, and that there are no errors of omission or repetition. No theme, of course, will be accepted that does not conform to the requirements that you studied in Problem 3.

The run-on sentence. One who writes correctly closes a sentence with a period and begins the next sentence with a capital letter. A few careless pupils close a sentence with a comma and begin the next one with a small letter. This mistake is called the comma blunder, or run-on sentence. Some students do not even bother to give any sign whatever that they have reached the end of a sentence.

Perhaps the best way to overcome this mistake, if it is one that you make, is to work on exercises like those below. If your teacher wants you to understand the grammar involved before you go any farther, study Problems 31 (subject and predicate), 35 (the simple sentence), 36 (the com-

¹ The author has found the following method of dictation satisfactory: Read the selection through once as one would normally read, in order that the pupils may sense the meaning of the whole. Read it a second time so slowly that every pupil may copy it word for word. Read it a third time so that all may see that they have omitted nothing and that they understand the selection thoroughly. Finally, give the class time to correct for spelling, punctuation, and so on.

plex sentence), 42 (the compound sentence), and 43 (the run-on sentence).

EXERCISE 6. Close each sentence below with a period and begin the one following it with a capital.

1. I hardly think he will play, he is too weak.
2. The paper on the wall was dirty the floors were unpainted.
3. We sang under the window of every house on the street, then we came back home.
4. Atlantic City already has a game scheduled for Thanksgiving, this makes it impossible to play them then.
5. We can't get any pears from the orchard this year, they cut down the trees.
6. It is nearly nine o'clock, we had better get started.
7. Run over to the store and get some bread we haven't a piece in the house.
8. His mother doesn't know where he is going he doesn't know himself, his plans are very indefinite.
9. Then he looked over the fence and saw something that hurt those big striped watermelons made his stomach ache for them.
10. The drawer was empty no letter was to be found.

EXERCISE 7. Begin every sentence in the following theme with a capital. Close every one of them with a period or other correct end-punctuation mark. Did the writer make his words say what he meant?

Why Compulsory Education?

The citizens will be better educated, they will lead their children to high ideals in life. Everybody will be educated, for example a state has compulsory education and everybody can read and write now, they don't have to ask their neighbors to read and write their letters and their brains are in better working condition.

The children and also the men and women will be able to read newspapers, magazines, and books there will be no more

illiterates. Our farms will become more productive because we can all read how it is done all kinds of work on the farm are written about in farm magazines.

Some people are opposed to compulsory education because they want their children home to help on the farm. Is there any sense in this? Parents should give their children a chance, they owe it to them.

PROBLEM 8

SOME COMMON USES OF CAPITALS

Problem: *To learn some common uses of capital letters.*

Review: Problem 7.

You have already learned that capital letters are used to begin sentences. The statement of required knowledge at the beginning of this unit specifies also that capitals are used:

- a. to begin proper nouns
- b. to begin titles that precede proper nouns
- c. to begin abbreviations of proper nouns or of titles preceding proper nouns
- d. to begin the important words of titles
- e. in writing the pronoun *I*

Capitals with proper nouns. A *proper noun* is the name of some particular person, place, or thing.

Woodrow Wilson is a proper noun because it is the name of a particular person. So are *Helen*, *George*, *Edison*, *Napoleon*, *Christ*. But *man*, *woman*, *person*, *statesman*, *girl*, *boy*, *inventor*, *colonel*, and *teacher* are common nouns because they are names, not of particular persons, but of classes of persons.

Georgia is a proper noun because it is a name given to a particular place. So are *Richmond*, *Russia*, the *United States*. Such words as *state*, *city*, *lake*, *mountain*, *country*,

ocean, river, avenue, street are common nouns, unless they are a part of the name of a particular place, such as *Lake Eric, Pike's Peak, the Atlantic Ocean, Fifth Avenue, Hudson River*.

The *Republican Party* is a proper noun because it is the name of a particular political party. So also are *June*, the name of a particular month; *Wednesday*, the name of a particular day of the week; *Thanksgiving*, the name of a particular holiday; *Congregational Church*, the name of a particular church. But *church, political party, month, day, holiday* are common nouns. Why?

Proper nouns are capitalized.

Capitals with titles of honor and respect. Titles of persons, and family words like *mother, uncle*, should be capitalized when they precede or are used in the place of proper names.

Colonel Smith, General Jackson, Dr. Robbins, Miss Brennan, Aunt Mabel and Uncle Tyson were present at Judge Harvey's reception.

But, Doctor, I don't think *Mother* is strong enough for such strenuous exercise.

When used otherwise than preceding a proper name, or in the place of a proper name, no family words nor titles are capitalized except titles of governmental officers of high rank.

The colonel and the general went to the judge's reception, but the *President* (of the United States) and the *Ambassador to Sweden*, who is Ellen's grandfather, were unable to attend.

Ask your *mother* whether you may go to the circus with *Father* and me.

Robbins, Potter, Reitter, and many other *doctors* were present.

Brandeis has proved himself a good *judge*.

Miss Hopkins is my *aunt*.

Capitals with abbreviations. If a proper noun or a title preceding a proper noun is abbreviated, the abbreviation is of course capitalized. *Dr.* Howard, the *Rev.* Samuel Andrews, the *Hon.* Peter Stirling, *A.* Grisbowski, *Mr.* Ray, *U. S. A.*, *Y. M. C. A.*, Grove St., Potomac Ave.

Periods with abbreviations. Notice that all abbreviations are followed by periods.

Capitals in titles. Another important use of capital letters is to begin the important words in titles—the titles of such things as school themes, stories, books, magazine articles, plays, poems, operas. All of the words of such titles are capitalized except articles, prepositions, and conjunctions. Since you may not yet know these parts of speech, you may begin all words in titles with capitals except *a*, *an*, and *the*, which are articles; *in*, *on*, *of*, *to*, which are prepositions; *and*, *or*, *but*, *if*, which are conjunctions; and any other words that you are sure are prepositions or conjunctions.

The Last of the Mohicans
A Day in Venice

An Ode to an Indian Chief
The Lady or the Tiger?

Of course the pronoun *I* is always capitalized, as in this sentence: *I* knew that *I* had to see the man before *I* could tell what *I* thought of him.

EXERCISE 1. Select two pages from some book that you are using in class, find the capitals and end-punctuation marks that are used in accordance with rules that you have studied, and give the reason for each. You may arrange your paper as the capitals and end-punctuation marks in this paragraph have been arranged below.

S in <i>select</i>	begins a sentence
. after <i>each</i>	closes a sentence
Y in <i>you</i>	begins a sentence
. after <i>below</i>	closes a sentence

EXERCISE 2. Notice again the uses of capital letters, and rewrite the following sentences, putting in necessary capitals, changing capitals to small letters wherever you think you should, and supplying necessary end-punctuation marks and other periods. Be ready to give the reason for each change that you make.

1. ^{M J}mr john barnett was born in maryland, went to school in philadelphia, became a colonel during the war, and after his return from france, settled in california

2. the leviathan's sailing list on saturday included the names of dr dickerson, captain mcgrath, miss boggs, and mr enright, all of this city.

3. *playing the gallant* was the title of my book-i thought it was just as good a title as *tom sawyer*, *robinson crusoe*, or *lives of the hunted* maybe my story was not so good as these anyhow the class did not seem much excited about it

4. mr jones does not seem to like anything that is popular with the american people: the republican party, the methodist church, the declaration of independence, or the constitution of the united states

5. douglas fairbanks has done a great deal to make the plays in our moving picture theaters more artistic

6. some books which you will enjoy reading are *monsieur beaucaire*, by booth tarkington; *alice in wonderland*, by lewis carroll; and *with lee in virginia*, by henty.

7. russia is the largest country in the world today, but it is not yet so rich as the united states

8. in *janice meredith*, a novel by paul leicester ford, i find an interesting word picture of general washington

9. the boy scouts, girl scouts, y m c a, and y w c a supply the modern boy and girl with many opportunities for pleasure which their grandparents did not have

10. in the big smoky mountains rise mount mitchell, mount guyot, clingman's dome, and roan mountain—some of the highest peaks east of the rockies.

EXERCISE 3. The teacher will dictate the following paragraph to you. Be sure that you begin and end your sentences correctly, and that you use capitals and all other marks of punctuation where they belong, certainly all those that you have studied so far.

Captain Benedict Arnold of New Haven, Conn., on April 26, met Colonel Samuel H. Parsons, a member of the Connecticut Assembly, on the way from Massachusetts to Hartford, and mentioned the conditions existing in Ticonderoga. The next day Colonel Parsons, Colonel Samuel Willys, and Silas Doane, a member of Continental Congress, taking as associates Thomas Mumford, Christopher Leffingwell, and Adam Babcock, met in Hartford to consider the possibility of the capture of the Lake Champlain fortresses.

CROCKETT, *History of Vermont* (slightly revised)

EXERCISE 4. Write ten sentences in which you use a variety of words denoting rank or titles such as *Mr.*, *Mrs.*, *Miss*, *General*, *Captain*, *Lieutenant*, *Dr.*, *Rev.*, *Hon.*, so that these are correctly capitalized in the odd sentences and not capitalized in the even sentences. For example:

1. We saw Dr. Roprowski talking to Logan.
2. He is a very good doctor.

EXERCISE 5. Find in magazines or make up ten titles in which there are some words that must begin with capital letters and others that must not.

EXERCISE 6. Write ten sentences in which you illustrate all the other uses of the capital and of the period for which you are now responsible. Include abbreviations such as *Mr.*, *Mrs.*, *Dr.*, *Rev.*, *Hon.*

EXERCISE 7. Write a theme or a letter on any subject satisfactory to your teacher. Make it absolutely correct in form and avoid all errors in capitalization and punctuation

for which you are now responsible. Check to see that every sentence expresses your idea exactly.

EXERCISE 8. Supply the missing capitals and punctuation marks for the following paragraph and give the reason for each change that you make.

and there sat the rev angelus molineaux and colonel geo agnew, each reading a copy of service's *spell of the yukon* mother had said that it was not fit for me to read why then were they reading it i made up my mind to try it for myself if it was about the klondike gold fields, it could not be very uninteresting

PROBLEM 9

SPELLING

Problem: *To learn to spell the words through Group 33, pages 512-515.*

In each of the eight units of work in this course, there are a few words on which you will receive a formal test. These are the 3,000 most commonly used words in the English language and are, therefore, the most important ones to spell. Those on which you will be tested for this unit of work are in Groups 13-33 inclusive, on pages 512-515. These words have already been spelled by hundreds of seventh-grade pupils with an average grade of practically 100 per cent; and this grade was made without previous preparation. They are easy words.

But some pupils cannot spell even easy words. If you know yourself to be a poor speller, you will do well to prepare yourself carefully for this test. Have someone at home, or some pupil, give you a written test in advance in order to make sure that you are ready for the school test. Practice those words that you miss. In the school test of 100 words, most of which will be chosen from groups numbered

above 30, you will have to obtain a grade of 95 per cent or better.

Spelling in themes. *All* errors in spelling will be counted against you, whether you have studied the words in school or not. If you wish to use a word in a theme, you must spell it correctly. If you are uncertain about its spelling, look the word up in a dictionary. Everybody may not be able to spell, but everybody can use a dictionary. This you must do. Themes positively will not be passed in which the spelling is so poor as to bring them below the standard. *If you cannot spell, use a dictionary.* A pocket edition can be bought for ten cents.

PROBLEM 10

USE OF THE DICTIONARY

Problem: *To learn how to use a dictionary.*

Look up the word *treatment* in a good dictionary. Notice that it is divided into two parts, called syllables, and that there is an accent mark over the first syllable, thus, *treat'-ment*. The word *another* is divided and accented thus, *an-oth'er*, the accent being on the second syllable. The word *understand* is divided and accented thus, *un-der-stand'*, the accent being on the third or last syllable.

By looking up a word in a dictionary one may find (1) its correct spelling, (2) its syllabication, that is, how it is divided into syllables, (3) its accent, that is, the syllable that is stressed in saying the word, (4) its correct pronunciation, (5) its meaning.

EXERCISE 1. Look up the following words and give spelling, syllabication, accent, and meaning of each. Arrange your answers in some such way as that which is suggested on the next page.

probate	delay
belong	regular
anybody	regain
promotion	discover
whenever	depend
express	every
farther	robbed
impose	robed

<i>Word</i>	<i>Meaning</i>
treat'ment	method of handling or treating
an-oth'er	a different one or an added one
un-der-stand'	comprehend

Be ready to explain orally the meanings of the above words and to use each one correctly in an original sentence.

PROBLEM 11

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in Part I.*

EXERCISE 1. Add to your list of individual errors any of those in this unit that you know you have not overcome.

EXERCISE 2. Be sure that you have the knowledge necessary to answer the following questions. Write out the answers to questions 3 to 10 if your teacher so wishes.

1. In writing themes what are the requirements for the following?

heading	word division
title	use of ink
handwriting	margins
paragraph indentations	

2. Compare the form of a letter to an intimate friend or relative with that of one to a comparative stranger or a business

house. How are they alike and how are they different in the following parts?

heading	body
address	leave-taking
salutation	signature
superscription (address on envelope)	

3. What five uses for capital letters do you know?
4. What are the three marks of punctuation that may end a sentence? When is each used?
5. What two uses of the period do you know?
6. When is the exclamation point used?
7. What are the kinds of sentences that you have studied? How does each begin and end?
8. What is the difference between a common noun and a proper noun? What must be remembered about writing proper nouns?
9. What are you now supposed to be able to find out about a word by looking it up in a dictionary?
10. What is the maximum number of errors in spelling, capitalization, and punctuation that you may make per hundred words in violation of the principles that you have learned in this part?

EXERCISE 3. Study the requirements for the arrangement of themes and be ready to put upon the board the proper heading, title, margin, and paragraph indentation for whatever subject the teacher may suggest. Continue this exercise from time to time until you never make a mistake.

EXERCISE 4. At whatever times throughout the term your teacher may suggest, hand in brief themes, until you can get the headings, titles, margins, and paragraph indentations absolutely correct, and until you can meet the standards of accuracy in spelling, capitalization, punctuation, and diction required in this unit by your teacher. The ability to write a correct theme or letter is by all odds the

most important test of whether you are ready to pass the course. If you get 100 per cent in every test and make a dozen mistakes in a 200-word theme, you should fail. The only reason we study all these rules is that we may speak and write correctly.

You may wish to try some of the following subjects:

At the Shore	The Best Story I Ever Read
In the Mountains	An Exciting Moment in a Movie
The First Day at School	When I Felt like a Man
My Kid Sister	Pride Goeth before a Fall
My Biggest Fish Story	My First Attempt at Driving a Car

EXERCISE 5. Be ready to place upon the blackboard the proper headings, salutations (including addresses, if appropriate), leave-takings, signatures, and superscriptions for any letters that your teacher may suggest. Continue this exercise from time to time until you never make a mistake.

EXERCISE 6. Until you can write familiar letters and business letters that are perfect in form and meet the requirements of this unit in spelling, capitalization, punctuation, and diction, continue writing letters to the persons listed below or to others. Watch for errors in the punctuation of the heading and errors of omission and repetition. The teacher will set the time for each exercise that she wishes you to hand in; but you will learn more quickly if you practice for yourself, especially if you see that every letter that you write is clear and correct. Write a letter to:

An aunt, accepting an invitation to visit her
Your mother, who is away and has left you to keep house
Your father, from summer camp
A stranger, asking for employment during the summer
A real company, ordering some article they have for sale
A relative or friend, telling of a birthday party
A teacher, asking permission to use her name as a reference
An authority on birds, or flowers, or stamps, telling of

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a new discovery you have made and asking for aid in identifying it

EXERCISE 7. The teacher will dictate the following theme.

A flash of orange gold in the tree top, a little liquid trickle of notes in the air, and I know that the oriole has arrived among us to take up once more his summer residence. Do you know how ~~it~~ feels, after a long, cold winter, to hear the gay recklessness of that bird song? How it sets me thrilling with the promise of long hours of sunshine and all the nice outdoor things that go with it! I love warm weather anyway, and the bird that first assures me that it is here shares generously in my welcome to spring.

EXERCISE 8. The teacher will dictate the following familiar letter. Try to get it absolutely correct in every detail about which you already know.

366 Townsend Avenue
New Haven, Conn.
June 17, 1931

Dear Mother:

Now that you've been away a week, I've had a good chance to find out whether my home-economics course at school has really taught me how to keep house. We are certainly getting along well, though we miss you a great deal.

The schedule of work that you and I made out before you went is a great help. It even leaves me some spare time. Father does a few things for me every night when he comes home, and Bill wipes the dinner dishes. How he hates it! Boys are funny about helping with the housework, aren't they?

Do you remember Mary Boss, who used to be in my class at the Warren Harding Junior High? She came to New Haven yesterday for a visit and is to have dinner with us to-night. Maybe I wasn't glad to see her!

Well, Mother, have a good time and don't worry about us.

Lovingly your daughter,

Eunice

★PROBLEM B ¹

SUBJECT AND PREDICATE

Problem: *To learn to recognize subject and predicate.*

Examine the following sentences:

Fire burns.

Babies cry.

Men work.

Notice that each of these short sentences contains one word that tells what is done and another word that tells who or what does it.

The word in a sentence that tells you what is done is called the *simple predicate*. The word that tells who or what did it is called the *simple subject*.

Pick out the simple subjects and simple predicates in the following sentences:

Grass grows.

The wind howled.

Mary was running.

The storm had ceased.

They were sleeping.

Usually sentences are not so short as these. The simple subject or simple predicate, or both, have other words with them. The simple subject and the words that go with it, called its *modifiers*, make up the *complete subject*. All the rest of the words in the sentence make up the *complete predicate*. (Sometimes a sentence may contain an indepen-

¹ Optional problems B to F are inserted here for those who prefer to teach the structure of the sentence previous to the parts of speech. All the material presented in these problems is repeated in Part III; consequently this material may be omitted by those who prefer to teach the parts of speech before sentence structure.

dent element, too; but we shall disregard these for the present.)

Notice how one of the sentences above may be expanded. Can you tell whether each new group of words in *italic* goes with the subject or with the predicate?

The wind howled.

The *north* wind howled.

The north wind howled *mournfully*.

The wind *from the north* howled mournfully.

The wind from the north howled mournfully *all through the night*.

EXERCISE 1. Find the simple subject and simple predicate in each of the following sentences. Then find the complete subject and complete predicate.

1. The dog barks.
2. The old dog barks.
3. The old dog is barking.
4. The old dog is barking loudly.
5. The old dog behind the garage is barking loudly this afternoon.
6. The old dog that you saw has four puppies.
7. The old dog bit a man yesterday.
8. The old dog bit a man who came to his kennel yesterday.
9. The four puppies are growing fast.
10. The old dog and her puppies are asleep now.

But the predicate does not always tell what was done. It very often tells what is, what has been, what will be. Learn to recognize the following words as predicates: *am, is, are, was, were*, and many forms including *be* or *been*, like *will be, may be, has been, might have been*. These are called parts of the verb *to be*.

EXERCISE 2. Find the simple subjects and simple predicates of the following sentences. Then find the complete predicates and complete subjects.

1. The lake is calm.
2. The stars are clear to-night.
3. You are interested in your work.
4. We are sure of it.
5. I am certain that he will go.
6. That white hen is Mrs. Taylor's.
7. Our garage is gray with a red roof.
8. It was dark when we came home.
9. She and I had been to the drug store.
10. That dark line along the beach is rubbish, which has floated in with the tide.

We said above that the predicate tells what was done and the subject tells who or what did it. But subjects do not always tell who or what did it. Sometimes they tell to whom or to what something was done, as in the sentences below. Notice that these simple predicates below are made up of *am*, *is*, *are*, *was*, *were*, and some other words. These words are called *verbs*. They are said to be in the *passive voice*, because the subject tells to whom or to what something was done.

Many votes *were cast* to-day.

The dog *was run* over.

I *am hurt* by your indifference.

EXERCISE 3. Point out the simple predicates and the simple subjects of the following sentences. Then give the complete subjects and complete predicates.

1. Our cellar is flooded with water.
2. I am not caught yet.
3. We were asked seven questions.
4. Illinois is bounded on the north by Wisconsin.
5. Those Kent children are never scolded by their mother.
6. The house and barn were built by his own hands.
7. The American team had never been defeated before.

8. She will be taught some old fairy tales.

9. The snow was driven up beneath the shingles and into the attic by a strong north wind.

10. The tree on the north side of the cliff was bent and gnarled by the fierce storms that beat upon it.

For other exercises see Problems 20 and 31. For diagraming, see Appendix A, pages 501-507

★PROBLEM C

THE OBJECT

Problem: *To learn to recognize the direct object in a sentence.*

Examine the following sentences:

Harry teased the cat. (Harry teased *what?* The cat.)

The engineer wrecked the train. (The engineer wrecked *what?* The train.)

We always invite Geraldine. (We always invite *whom?* Geraldine.)

They will suspect him. (They will suspect *whom?* Him.)

Certain parts of the predicates in many sentences are called *direct objects* or *object complements*. The words *cat*, *train*, *Geraldine*, and *him* above are direct objects. If a sentence has a direct object, you can find it easily by first finding the simple subject, then the simple predicate, and then asking the question: *Whom* or *What?* The answer, as in the sentences above, is the direct object.

EXERCISE 1. Find the simple subjects, the simple predicates, and the direct objects in the following sentences. Notice that the object often comes first in an interrogative sentence.

1. Violet made the beds.
2. Pansy and Rose washed the dishes.
3. Mrs. Bower invited Tom.

4. Did she invite me, too?
5. He understood the problem.
6. George did not want to go.
7. Anna received for her work only six dollars a week.
8. The mare standing under the big poplar has broken two records this year.
9. Shall we punish him for breaking the window?
10. They will adopt the boy and his sister.
11. Whom will they adopt?
12. The pilot has found the channel.
13. What has the pilot found?
14. We have already cut from that hillside 50,000 feet of timber.
15. The sleet loaded the trees with chains of diamonds.
16. Well, whom did they hurt?
17. What did you reply?
18. Whom shall I hit with this?
19. Him shall they in no wise injure.
20. He knows where we are.

For other exercises see Problems 32 and 66. For diagraming see Appendix A.

★PROBLEM D

SUBJECT SUBSTANTIVE; PREDICATE VERB

Problem: *To learn to recognize the noun and pronoun as subject and the verb as predicate.*

The word that is used as simple subject or as object is called a *substantive*. The two substantives that you need to know here are the noun and the pronoun.

A *noun* is the name of some person, place, or thing such as *John, Mary, Washington, Napoleon; Louisville, Germany, Sea of Galilee; dog, lake, stars, garage, daisy, hippopotamus*.

A *pronoun* is a word that is used to take the place of a noun, usually to avoid awkward repetition. Notice how

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each of the italicized pronouns in the following sentences takes the place of a noun.

Mary is going home to-morrow. *She* has to be in Watertown on Sunday.

Washington and Napoleon were great generals. *They* lived almost at the same time.

The Sea of Galilee was the scene of Jesus' work. *It* is located in northern Palestine.

Notice what noun each pronoun stands for in the above sentences. Try using these nouns in the sentences. Does it sound better to use all nouns or to let pronouns take the places of some of the nouns?

The following words are practically always pronouns. You should learn to recognize them as such. (A more complete list may be found on page 69.)

I, me
he, him
it

she, her
we, us
you

they, them
who, whom

The following words are often pronouns:

which
what

this
these

that
those

Another name for the simple predicate is the *verb*. When you wish to find the verb of a sentence, you therefore find the simple predicate.

EXERCISE 1. Find the nouns, pronouns, and verbs in the following sentences. Tell whether each noun or pronoun is used as subject or object. Can you tell, too, what noun each pronoun takes the place of?

1. Frederick ran a pig club.
2. Nero burned Rome.
3. Larger fish eat the little minnows.
4. The sun blistered the paint on the veranda.

5. The crew found the buried treasure.
6. A flying bug struck him in the eye and hurt him very badly.
7. He had five promising pigs.
8. He fed them regularly.
9. They grew very fast.
10. I always admired him a great deal.

For other exercises see Problems 31, 65; also 14, 15, 20. For diagraming, see Appendix A.

★PROBLEM E

VERB *To Be* ; SUBJECT COMPLEMENT

Problem: *To learn to recognize the verb to be and the subject complement.*

The verbs *am*, *is*, *are*, *was*, and *were*, as well as many other forms made up with *be*, *been*, or *being*, are called parts of the verb *to be*. You will simply have to remember without any sign to help you that *am*, *is*, *are*, *was*, and *were* are parts of this verb *to be*. Verbs made up with *be*, *being*, or *been* you can recognize by the *be* part of each one. The italicized words below are parts of the verb *to be*.

I *am* the best shot.
 That *was* Sara Ellis.
 Aloysius *has been* a salesman.
 Mary *is being* a nurse to-night.
 We *may be* famous some day.
 They *should have been* more careful.

You may as well learn now and never forget that the verb *to be* never takes an object. Learn that last sentence so that you can say it in your sleep. *The verb to be never takes an object.* It takes instead a *subject complement*, and this subject complement is part of the complete predicate.

In finding the subjects, predicates, and objects in the sentences in the previous lessons, you have been analyzing the sentences. When trying to analyze a sentence that includes a verb *to be*, first find the verb, then the subject, just as in analyzing other sentences. If there is a noun or a pronoun somewhere else in the sentence that means the *same thing* as the subject, we call it a *predicate nominative*. If there is a word, separated from the subject, but modifying or telling something about it, we call it the *predicate adjective*. Both the predicate nominative and the predicate adjective are called *subject complements*. *A subject complement is not an object.*

The subjects and subject complements in the sentences below are italicized. Can you tell which are predicate nominatives (words meaning the same thing as the subjects) and which are predicate adjectives (words that modify or tell something about the subjects)?

Mr. Jacobsen is a lumberman.

Jenny was very sick.

The fishing *lines* were too *coarse*.

I am very *sorry*.

He may have been a *Spaniard*.

It was *I*.

EXERCISE 1. In the following sentences find the verbs or simple predicates, the subjects, and the subject complements, if there are any. Can you tell whether the subject complements are predicate nominatives (nouns or pronouns) or predicate adjectives? Remember that in some sentences, especially interrogative sentences, the subject is likely to come after the verb.

1. It was I.
2. Was it I?
3. Where is my hat?
4. Across the street were Adolph and Aleck.

5. Adolph was angry.
6. Aleck must have been calm.
7. A hemlock is a conifer.
8. Washington was a Virginian.
9. Was it he whom you wanted?
10. They may have been right about it.
11. Where would you have been then?
12. We have never been lucky.
13. Will you be our secretary?
14. It could not have been they.
15. Otherwise we should have been late.

For other exercises see Problems 20, 33, and 65. For diagraming, see Appendix A.

★PROBLEM F

COMPOUNDS

Problem: *To learn to recognize compound subjects, compound predicates, compound objects, and compound subject complements.*

Sometimes there may be in a sentence two or more words used in the same construction, that is, two or more subjects of a verb, objects of a verb, subject complements, or even two or more verbs. When there are, we call them, respectively, a *compound subject*, *compound object*, *compound subject complement*, or *compound verb*.

EXERCISE 1. Find subjects, subject complements, objects, and verbs in the following sentences.¹ Tell when they are compound.

1. Mother and I were very happy about it.
2. The wind and the waves shall obey thy will.
3. I must keep my mind and body clean.
4. The prisoner was pale and thin.

¹ For further exercises see Problems 31, 32, 33, 35. For diagraming, see Appendix A.

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5. Smoke and flame were belching from the windows.
6. Mother makes cakes and pies for us.
7. Estelle smiled and said nothing.
8. A good thing to eat is plain bread and butter.
9. Zamara, Diaz, and I lost no more time.
10. The guilty ones may have been he and I.
11. The prodigal son ran and fell on his father's neck.
12. We cleared the land, built our homes, and threw up a temporary building for school and church.
13. He had become weak and cowardly.
14. John Townsend, Noah Bane, and John Selby came swinging out of the woods singing a song.
15. John made a good take-off and jumped sixteen feet.

REVIEWS AND TESTS ON PROBLEMS B TO F ¹

Rewrite each of the following sentences as the sample sentence given below is written: underline with one straight line the complete subject; underline with one wavy line the complete predicate; put a second straight line under the simple (or compound) subject; put a second wavy line under the simple (or compound) predicate; put a straight line under the direct object, already underlined with a wavy line; and put a dash line under the subject complement, already underlined with a wavy line. Put the letter *n* over every noun; the letter *p* over every pronoun; and the letter *v* over every verb.

N	V	N	P	V	N
<u>Mother</u>	<u>has invited</u>	<u>Jules.</u>	<u>We</u>	<u>were acquaintances</u>	<u>of</u>
P	N				
<u>his</u>	<u>in France.</u>				

¹ See Problem 31 for further exercises on subject and predicate; Problem 20, Exercises 2 and 5 for the verb *to be*; Problem 82 for the passive voice; Problem 32 for object of the verb; Problem 33 for the subject complement; Problem 14 for the noun; Problem 15 for pronoun; Problem 20 for verb.

1. James and I climbed Mount Washington.
2. The tree in front of the house bore three bushels of apples.
3. The iron was heated fiery hot and beaten into the shape of a horseshoe.
4. They broke the bottles and threw them into the canoe.
5. It was John whom you saw.
6. Is it I who have failed?
7. It might have been he or I.
8. The sailor spat meditatively and swore a vigorous oath.
9. Kindness and courtesy are characteristics of a gentleman.
10. Abe broke the bench on which he was sitting.

For diagraming, see Appendix A.

PART II

REQUIRED KNOWLEDGE AND ABILITY

In order to complete the work of this unit you must acquire the knowledge set forth below and attain the standards of ability required by your school. See pages 532-533. The material in ordinary type you have already mastered; that in bold-faced type is new.

I. THEME AND LETTER WRITING

1. Exact following of the regulations of the school for size and heading of paper, use of ink, title, margin, paragraph indentations, word division, and standard of handwriting
2. Conformity to accepted forms in letter writing
3. Papers with no more than four errors per hundred words in violation of the requirements for this unit in capitalization, punctuation, diction, grammar, and spelling, when use of the dictionary is permitted

II. CAPITALIZATION

1. The capital is used
 - a. To begin a sentence
 - b. To begin a proper noun, or its abbreviation
 - c. To begin a word (or its abbreviation) denoting rank or a title when it precedes a proper noun
 - d. **To begin each word in a title except articles, prepositions, and conjunctions**
 - e. In writing the pronoun *I*

III. PUNCTUATION

1. The period is used
 - a. At the close of a sentence
 - b. After an abbreviation

2. The question mark is used after an interrogative sentence
3. The exclamation point is used
 - a. After an exclamatory sentence
 - b. **After an interjection showing strong feeling**
4. The colon is used after the salutation in a letter
5. The comma is used
 - a. To separate words or groups of words in a series
 - b. To set off from the rest of the sentence such a parenthetical expression as
 - (1) A noun of address
 - (2) A noun in apposition
 - c. To set off an introductory expression such as
 - (1) A word like *yes* or *no*
6. The apostrophe is used
 - a. To show possession, relation, or connection, in a noun, as follows:

after a word not ending in *s* sound, add apostrophe and *s*

after a word ending in *s* sound, add apostrophe only

IV. COMMON ERRORS TO BE AVOIDED

1. In diction, due to carelessness and confusion of meaning
anyways, anywhere, somewhere, nowhere; this here, that there
we was, ain't, he (she or it) don't, them things; to, two, too; learn, teach
 errors in verbs *do, see, come, go, eat, run, know, write, throw*
2. In grammar and sentence structure, due to carelessness or ignorance of grammar
 - a. Omission of letters, syllables, words
 - b. Repetition of letters, syllables, words
 - c. **Incorrect use of *a* and *an* before consonant and vowel sounds**

V. GRAMMAR

1. The sentence
 - a. Kinds of sentences as to use: interrogative, exclamatory, declarative, and imperative; end punctuation of each

2. Parts of speech, recognition of, in simple constructions
3. The noun
 - a. Common and proper; use of capital with proper noun
 - b. Singular and plural
 - c. Possessive case; use of the apostrophe
 - d. Noun of address, set off by commas
 - e. Noun in apposition, set off by commas

VI. SPELLING AND USE OF THE DICTIONARY

- A. Ability in spelling
 1. To spell with 95 per cent accuracy all words **through Group 35.** (See page 515).
- B. Ability in using the dictionary
 1. To locate a given word
 2. To tell how it is spelled
 3. To give its syllabication
 4. To give its accent
 5. To give its meaning
 6. To give its **part of speech**
 7. To give the pronunciation of a word involving the various vowel and consonant sounds
 8. To tell whether a noun is common or proper; to give the plural of a noun

PROBLEM 12

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and abilities gained in Part I.*

Review: Whatever portions of Part I you may find you have forgotten when you try the exercises below.

EXERCISE 1. Try to answer the following questions without turning to the book. When you have answered them the best you can, turn to the book and see how many you have done correctly.

1. What are the requirements for the arrangement of your school themes relative to the following?

- | | |
|-------------------------------------|----------------------------|
| a. heading | e. paragraph indentations |
| b. title | f. word division |
| c. margin | g. use of ink |
| d. kind of paper | h. standard of handwriting |
| i. number of errors in compositions | |

2. How should each of the following parts (1) of a personal letter and (2) of a business letter be written?

- | | |
|------------------|----------------|
| address and date | leave-taking |
| salutation | signature |
| body of letter | superscription |

3. What five uses of the capital letter did you learn in Part I?

4. What are the three marks of punctuation that may end a sentence? When is each one used?

5. What two uses for the period do you know?

6. When is the colon used?

7. What kinds of sentences are there? How does each kind begin and end?

8. How do we distinguish between a common noun and

a proper noun in writing? What is the difference between a common noun and a proper noun?

9. What four things should you now be able to find out about a word by looking it up in a dictionary?

10. What is the maximum number of errors per hundred words that you may now make in spelling, capitalization, punctuation, grammar, and sentence structure?

EXERCISE 2. Write a theme that reproduces in good English the most interesting thing you have told anybody this week. Be sure that it conforms to all the requirements that you listed in answer to questions 1 and 10 above. Avoid careless errors of omission and repetition.

EXERCISE 3. After reviewing the form of a personal letter in Problem 4, write an absolutely correct letter to some friend or relative.

EXERCISE 4. Write a business letter similar to one of those suggested on page 23. Be sure that it conforms to the requirements for this kind of letter and that it is correct in every detail.

EXERCISE 5. The teacher will dictate the following paragraph to you. Be sure that you use all the capitals and periods necessary. Give the reason for each capital and period used.

At the reunion of our class we had some interesting accounts of what the members had been doing since their graduation twenty years ago. The Rev. Caesar Boré had been working among the Sulus in the Philippine Islands. Doctor Leroy told us of the use of the tom-tom in calling the tribes together in the Congo. Professor O. N. Gonders had killed more Japanese beetles than any other living man. C. O. Kashan had wasted the most red ink marking pupils' English themes in Kentucky, Illinois, and Montana. Girls all over Detroit were wearing diamonds sold to their sweethearts by Joe Kilgore. Half of

the men at the reunion had rolled in on tires manufactured by the company of which Jim Tatham was manager. Nobody was in *Who's Who*. Nobody was a millionaire. Nobody was in the poorhouse.

EXERCISE 6. Your teacher will dictate the following letter to you. Be sure that you get it correct. Watch the punctuation in the heading. Pay especially careful attention to all the points that you have already studied.

1490 Toberman Place
Los Angeles, Cal.
May 2, 1920

Dear Margaret:

How I have missed you since you moved so far away to Louisiana! None of the other girls seems to take your place. Of course I meet new people often, but I miss you just the same.

You will be interested to hear that when Mr. Lamb, the principal, read the honor list in school to-day, Harry's name led all the others. He certainly is a bright boy.

By the way, father said yesterday that he'd take us all to the shore Sunday. You remember that our new house is only two miles and a half from Double Beach, which is well known for its wonderful white sand. Won't that be a treat when the weather gets warmer?

What have you been reading this winter? There is so much heavy stuff in our list of required reading that all the other books I've read have been very light. Have you read Elsinore Duggan's new book, *Western Blue*? It's very interesting, I think.

I'm off now across the town to get a ten-cent cake of soap for Mother! I hate errands. Don't you?

Write to me soon.

Sincerely your friend,
Irene

PROBLEM 13

ERRORS COMMON IN SPEECH

Problem: *To learn to avoid a few errors especially common in speech.*

Review: Problem 2.

Local errors. The first two exercises deal with errors common in your own locality.

EXERCISE 1. Unless you wish to use words from the list that you made in Exercise 1 of Problem 2, proceed to make a list of the twenty or thirty most common errors made by the people in your locality. Use the method suggested in Problem 2 or some other preferred by the class.

EXERCISE 2. Select from these a list of errors approximately equal in number and in difficulty to those in the statement of requirements at the head of this unit, and make them into sentence-completion exercises like those in Exercise 3 below. If you have no better method, follow the one suggested in Exercise 2 of Problem 2. These exercises may be repeated through the term until you no longer make the mistakes. When you have finished with this unit, you will be held responsible for avoiding these errors in your written work. The school may also refuse promotion to anyone who is habitually careless in the use of these incorrect forms in his oral work in class.

Errors more generally made. If you did not make a list of local errors, study the right and wrong forms below.

RIGHT: This book belongs to me.

WRONG: This here book belongs to me.

RIGHT: That team can't play ball.

WRONG: That there team can't play ball.

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RIGHT: These apples are too sour to eat.

WRONG: Them apples are too sour to eat.

RIGHT: My mother will teach me how to do the arithmetic problem.

WRONG: My mother will learn me how to do the arithmetic problem.

Some of us frequently make mistakes in our use of the verbs *eat*, *run*, *know*, *write*, and *throw*. The forms below are correct.

Present (To-day)	Past (Yesterday)	Perfect
I eat he runs we know you write she throws	he ate she ran I knew it wrote they threw	they have <i>or</i> had eaten we have <i>or</i> had run she had known he might have written we have <i>or</i> had thrown

EXERCISE 3. Choose between the expressions in parentheses. After finishing these sentences, make up others like them and call upon some member of the class or of the opposing team to choose the correct form. Continue this exercise from time to time during the term until you no longer make mistakes with these words. (If you did Exercises 1 and 2, your teacher may choose to omit 3 and 4.)

1. I wish I had (wrote, written) a better theme.
2. That (has, ain't got) nothing to do with the question.
3. We (threw, throwed) the whole mess overboard.
4. There's no use in your trying. You can't do it (anyway, anyways).
5. I never (knew, knowed) the man.
6. We hadn't (ate, eaten) breakfast when he got there.
7. (This, This here) ink seems to be frozen.
8. We (was, were) down by the old milldam.

9. They couldn't find a good hemlock (anywheres, anywhere).
10. Don't you wish Frank had (run, ran) for president?
11. Where did you get (that, that there) umbrella?
12. I wish we could get some of (them, those) good apples that you had.
13. That whole discussion (don't, doesn't) mean a thing to me.
14. He (did, done) it; I (seen, saw) him.
15. They had (came, come) and (went, gone) before we arrived.
16. Mr. Jones had (run, ran) the Middlesex Theater for twenty years.

EXERCISE 4. Correct the following sentences in class, working with your teacher.

1. I don't like this here room very much.
2. Them there shoes are no good for long distance running.
3. If that there little fellow can do it, I can.
4. The teacher learned us how to read.
5. We had ate our lunch when Bertha came.
6. Every time the little cry-baby got hurt, he runned home to his mother.
7. The old man knowed my uncle in Alaska.
8. He might have wrote a book about his trip.
9. We throwed a rope to him when he fell in.
10. Them boys are always hanging around us.
11. This here tire is all worn out already.
12. I don't understand that there rule about the comma.
13. Are you going anywheres to-night?
14. I seen your fountain pen just now on your desk.
15. I don't care if she don't go.
16. We all done our jobs right away.
17. We couldn't go, she said, because Jim had went to Hartford.
18. Adolph come over to see Mr. Stevens about it yesterday.
19. Mr. Jorman written a book about snakes.

EXERCISE 5. Add to your individual errors list the half-dozen errors that you make most often, and try to overcome them. See suggestions in Problem 2, Exercises 2 and 4.

PROBLEM 14

PARTS OF SPEECH: THE NOUN

Problem: *To learn to recognize nouns.*

Review: Problem 8, the proper noun.

Why study the parts of speech? The bare foundation of a house would not do very well to live in, but a good foundation is necessary before we can build a satisfactory house. Just so, a knowledge of the different parts of speech does not entirely enable us to attain accuracy in writing and in speech, but it is the foundation upon which is built knowledge that will help us very much indeed. So, when we are studying about parts of speech in this and the following exercises, we are laying a foundation upon which we shall be building all the time. As a foundation must be sound, so our knowledge of parts of speech must be sound.

There are seven parts of speech: noun, pronoun, adjective, verb, adverb, preposition, and conjunction. Some grammarians add one other, the interjection. Without a familiarity with these parts of speech it is impossible for us to know when we are right and when we are wrong in our use of English.

The noun. We have already learned that a noun is a word that names something, that a noun is the name of some person, place, thing, or idea. We have learned how to use capital letters with proper nouns. You may note now that a noun is sometimes called a *substantive*. The following exercises will strengthen your ability to recognize nouns.

EXERCISE 1. Select the nouns from the following passages. Tell whether each is common or proper.

1. The boys in our family were all named after men in the Bible: Paul, James, Abraham, and Joseph.

2. I cannot decide whether I want to be a doctor, a lawyer, or a business man. Mother says I shall probably be a chauffeur or an automobile mechanic because I like to work on cars so well.

3. On the way south we passed through New York, Philadelphia, Baltimore, and Washington. We also saw some beautiful mountain scenery, crossed many rivers, and on our various stops came into contact with people of many occupations.

4. As I sit here I can see many kinds of trees: maples, elms, hickories, pines, cedars, and an old sycamore.

5. The reds, oranges, golds, and yellows that he heard us talking about were just words to him. He was born without sight and had never known what a color was.

6. The youngster who is interested in wisdom, truth, beauty, justice, and righteousness is likely to be noticed by his elders.

7. My grandmother says that the school children of to-day do not have the kindness, courtesy, and thoughtfulness that they had when she was a girl. Mother tells her that her grandmother probably said the same thing about her. I know we read a play of Shakespeare's in which he said that the younger generation in 1600 was going to the dogs. And our teacher told us the other day about some writing found in Persia on a stone that was over five thousand years old. When they translated it into American slang, it read, "Kids ain't what they used to be." The cave man must have been a perfect fellow.

8. My sister is in Chicago studying art.

9. A cube has length, breadth, and thickness.

10. "Quality, not quantity" was his motto.

EXERCISE 2. Using some book that you are studying in class, practice finding the nouns until you can find at least 80 per cent of all those on a page.

PROBLEM 15

PARTS OF SPEECH: THE PRONOUN

Problem: *To learn to recognize pronouns.*

The use of pronouns. A pronoun is a word that takes the place of a noun. Like the noun, it is often called a substantive. In order to see how convenient it is to have words that we may use to take the places of nouns, notice the following passage.

Jane Eyre was ushered into the presence of Mr. Rochester. *She* knew immediately that *she* would find *him* indifferent to *her* tastes and *her* wishes. *She* even sensed that *she* might fear this man into *whose* house *she* had introduced *herself*.

If we had no pronouns to use instead of nouns, this passage would have to read something like this:

Jane Eyre was ushered into the presence of Mr. Rochester. Jane Eyre knew immediately that Jane Eyre would find Mr. Rochester indifferent to Jane Eyre's tastes and Jane Eyre's wishes. Jane Eyre even sensed that Jane Eyre might fear this man into this man's house Jane Eyre had introduced Jane Eyre's self.

We avoid such awkwardness by using pronouns to take the place of some of the nouns. Sometimes we use pronouns to take the places of names which we do not know.

Who took my book?
Someone is going to tell.
What is that called?

How to recognize pronouns. The only sure way to know that a word is a pronoun is to see that it is thus used to take the place of a noun, but it may also help to know

that the words in the following list are generally pronouns. When you see one of them on a page, you may accept it as a pronoun unless there is something in its use that makes it a noun, an adjective, or a conjunction.

Personal Pronouns

I, me, my, mine, myself
you, your, yours, yourself
he, him, his, himself
she, her, hers, herself
it, its, itself
we, us, our, ours, ourselves
they, them, their, theirs, themselves

Interrogative Pronouns

who, whom, whose
which
what

Relative Pronouns

who, whom, *whose*
which, what, that

Demonstrative Pronouns

this, these
that, those

Indefinite Pronouns

one, none, some, both, either
any, each, such, another
someone, anyone, somebody, anybody, no one,
nobody, everyone, everybody

It will be somewhat advantageous to be familiar with the different kinds of pronouns as they are grouped above: personal, interrogative, relative, demonstrative, and indefinite; but the important thing at this time is to be able to recognize that a word *is* a pronoun. (The words in italics are frequently used as adjectives. See Problem 19. Some of

the indefinite pronouns are often used as nouns. The distinction is not important and is sometimes very difficult to make.)

EXERCISE 1. Remembering that a pronoun is usually a word used in place of a noun and that a noun is the name of some person, place, or thing, pick out the pronouns in the following sentences.

1. They ask that we take our lunches with us. They will take theirs.

2. My time is yours; my thoughts are my own; I shall keep them to myself.

3. Who is the man to whom she just spoke? Is it her uncle?

4. Each must decide for himself. I cannot decide for you or for anybody else. You must assume your own risks.

5. This is the most difficult choice he has ever had to make. He has no idea which to take. Either seems promising; neither is sure.

6. You give us what you owe us, and we will lend them the money for the house that they wish to buy.

7. No, she does not want either. They are for her father, and he does not like them.

8. You will do yourself an injustice unless you know just what you are doing and do it well.

9. Their house is already full of holly. Naturally they do not want any of this.

10. Which do you think he will prefer, this or that?

EXERCISE 2. Find all the pronouns on a page of some book that you are using in class. Continue this exercise until you can recognize at least 80 per cent of all pronouns in a passage of ordinary prose.

EXERCISE 3. The teacher will dictate the following exercise. Try to get it absolutely correct. Be ready to give the reason for each capital and punctuation mark.

29 Orange Street
Portland, Oregon
November 13, 1932

Dear Dr. Smart:

You asked me to tell you what I have learned about the Black Death. Here it is.

The most terrible plague that the world ever witnessed advanced at this juncture from the East, and after devastating Europe from the shores of the Mediterranean to the Baltic, swooped at the close of 1348 upon Britain. Of the three or four millions who then formed the population of England, more than one-half were swept away in its repeated visitations. Its ravages were fiercest in the greater towns, but the Black Death fell on the villages almost as fiercely. The whole organization of labor was thrown out of gear. For a time cultivation became impossible. The sheep and cattle strayed through the fields and corn, and there were none left who could drive them.¹

Very truly yours,
Donald

PROBLEM 16

NUMBER AND GENDER

Problem: *To learn to recognize the number and gender of nouns and pronouns.*

Review: Problem 14, The Noun; Problem 15, The Pronoun.

We can now recognize nouns and pronouns. We know that a noun is either common or proper, and that proper nouns are capitalized. We know that both nouns and pronouns are often called substantives.

Singular and plural number. Look at the nouns and pronouns in the two columns at the top of the next page. How many persons or things are represented by the words in the first column? How many by those in the second column?

¹ From Green's *A Short History of the English People*.

a cup	the cups
one potato	three potatoes
an echo	many echoes
the church	more churches
a wife	a thousand wives
I	we
me	us
he	they
her	them

A noun or a pronoun that refers to one single thing is in the *singular number*. A noun or pronoun that refers to more than one thing is in the *plural number*. This distinction is very easy, and it is very important. Be sure that you understand it.

EXERCISE 1. Which of the following words are singular ; which are plural ? Arrange your answers like those in the form given, supplying the singular when it is lacking and the plural when that is lacking.

<i>Singular</i>		<i>Plural</i>	
cup		cups	
potato		potatoes	
wife		wives	
church		churches	
hen	lesson	armies	our
chiefs	ruler	women	she
ears	books	child	his
deer	age	foot	this
cargoes	gases	battle	those
canal	automobile	trees	we
pole	wire	halves	you

You have noticed in doing the above exercise that you already know the plural forms of almost all the nouns and pronouns that you use. When you are in doubt about the plural of a word, the best thing to do is to look it up in a dictionary.

Most words form their plurals by adding *s* to the singular: *boy, boys; wall, walls; post, posts; house, houses*. But this rule does not help us much, for we rarely make mistakes with such words. Many other nouns—those that already end in a sort of hissing sound—form their plurals by adding *es* to the singular: *box, boxes; six, sixes; kiss, kisses; church, churches; cross, crosses*. But this rule does not help us much either, for we do not make many mistakes with these words. At the end of this lesson you should be able to do three things:

1. Know immediately that *singular number* designates one only, that *plural number* designates more than one.
2. Tell the number of any word in common usage whose plural form offers no special difficulty.
3. Find in a dictionary the plural number of any word whose plural form you do not know.

EXERCISE 2. Find the plural number of the following words by looking them up in a dictionary. Be careful. A few words are put in to fool you.

sheep	wolf	beef
mouse	ox	louse
sky	goose	loaf
knife	trout	crises
index	data	dice

Gender of nouns and pronouns is very easy to master in English. Words that denote things that belong to the male sex like *man, boy, actor, bull, rooster, he, and him* are said to be in the *masculine gender*. Words that name things that belong to the female sex, like *woman, girl, actress, cow, hen, she, and her* are said to be in the *feminine gender*. Words that name things that may be either male or female, like *person, child, cook, beggar, chicken* are said to be in the *common gender*. Words that name things

that are neither male nor female, like *table*, *tree*, *star*, and *it* are said to be in the *neuter gender*.

EXERCISE 3. There is little value in studying the gender of English words. Those who wish to amuse themselves may tell the gender of the words in the list below. When the word is masculine gender, give the feminine; when it is feminine, give the masculine. The dictionary will be of assistance to you.

duke	gander	she
lady	mare	him
sow	fox	his
doe	actress	its
hostess	duck	who

PROBLEM 17

THE APOSTROPHE IN POSSESSIVES

Problem: *To learn how to use the apostrophe in nouns that show possession.*¹

Apostrophe with the possessive noun. In the sentence, *This is Smith's house*, the word *Smith's* (with the apostrophe in it, notice) tells us whose house it is. We say that the word expresses ownership or possession, that it tells who owns or possesses the house. Nouns that express ownership or possession are said to be in the *possessive case*. In every noun in the possessive case there is *always* an apostrophe. Which words in the columns at the top of the opposite page are in the possessive case?

¹ Authorities are not thoroughly agreed upon the use of the apostrophe in nouns that show possession. The first set of rules given below is easier to learn and, except in the cases of a few one-syllable words whose singular forms end in *s*, they have the sanction of some authorities. Most authorities, however, favor the more difficult rules on page 78. The teacher will choose the ones he would prefer to have the pupils learn. They will probably make fewer mistakes in writing if they follow the simpler rules.

a boy's name	Burns' poetry
America's national anthem	girls' shoes
men's suits	the ladies' parlor
women's dresses	the city's affairs
Mary's troubles	foxes' tails

The sign of the possessive case is sometimes an apostrophe and *s*, sometimes just an apostrophe. If the word already ends in *s*, the sign is the apostrophe only; if it does not end in *s*, the sign is the apostrophe and *s*. According to this rule, you need pay no attention to whether the word is singular or plural.

EXERCISE 1. Study the following material. Notice how the rule applies. Explain the reason for each apostrophe and for each apostrophe and *s*.

man	man's	This is a man's job.
men	men's	We carry men's suits.
boy	boy's	He has a boy's sled.
girl	girl's	He wore a girl's hat.
child	child's	That was child's play.
children	children's	They sell children's toys.
girls	girls'	They have girls' coats, too.
dogs	dogs'	Our dogs' names are all different.
hostess	hostess'	It is a hostess' duty.
Ulysses	Ulysses'	We saw Ulysses' raft.

EXERCISE 2. Unless your teacher prefers to teach the second set of rules below, learn the following instructions "by heart." Say them aloud so that you learn what they sound like; look at them and write them so that you learn what they look like. After you have learned them, but not before, practice applying them in Exercises 3 and 4 until you never make a mistake. In writing the possessive case of nouns:

1. Write down the whole word whether it ends in *s* or not.
2. Add an apostrophe.

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3. If it already ends in *s*, add nothing more.

4. If it does not end in *s*, add an *s*.

EXERCISE 3. Using the form suggested below, write in the first column the word in bold-faced type whether it ends in *s* or not. In the second column, write the word and its possessive sign. In the third column, write a short sentence including this possessive form in the phrase suggested.

sun	sun's	The sun's rays are hot.
birds	birds'	We found many birds' nests.
Dickens	Dickens'	Have you read Dickens' <i>Oliver Twist</i> ?

a mothers club	the princess ball
men gloves	the rocket red glare
the tide rise and fall	the church one foundation
your mistress name	Moses work
a smoker throat	Vermont green hills
Boreas angry howl	children toys
women gowns	boys games
Gibbon history of Rome	Tom funny jokes
labor just reward	for heavens sake

EXERCISE 4. Continue as in Exercise 3 unless you have thoroughly mastered the proper use of the apostrophe with possessive nouns.

the oxen steady pull	Sally old hat
her shepherdess crook	a brother duty
Achilles heel	a woman voice
somebody else book	one highest ambition
the president message	Burns poetry
the baby hair	Zane Grey novels
Mr. Gompers influence	a mother love
foxes tails	Mr. Simms bird dog

Possessive case of pronouns. We have learned that the possessive case of the noun *always* has an apostrophe. The possessive case of the pronoun *never* takes the apostrophe.¹

¹ At least so few of them do that the exceptions will take care of themselves. Note the indefinites in *one* and *body*.

RIGHT: Is that yours?

WRONG: Is that your's?

RIGHT: This is ours.

WRONG: This is our's.

EXERCISE 5. Correct the following sentences and give the reason for each correction.

1. Then they asked for Georges opinion.
2. There were just twelve ladies' present.
3. I'm sure that book is their's.
4. Dumas best book is *The Three Musketeers*.
5. This is the peoples money.
6. I think it is one of Burn's poems.
7. Our teachers glasses are on the desk.
8. The mayors congress met in Austin.
9. We carry childrens sizes, too.
10. We read about Achilles wrath.
11. Mr. Meyers sermon was very good.
12. Have you a set of carpenters tools?
13. Do you have a musicians union in your town?
14. In Hades awful bounds she sought him.
15. We did not like our hostess manner.
16. Where is Franks bicycle?
17. Have you read any of Keats poetry?
18. That man is Yonkers greatest pride.
19. Will you let me have Gladys old room, mother?
20. *Don Quixote* is Cervantes best known work.

EXERCISE 6. Write twenty correct sentences, in each of which there will be a noun in the possessive case. Have a good mixture of words that end in *s* with those that do not.

EXERCISE 7. You will notice, by looking over the words in the possessive case in Exercises 1, 2, and 3, that the preposition *of* (or less often *for* or *by*) may be used instead of the apostrophe.

Burns' poems are delightful.

The poems of Burns are delightful.

We sell children's dresses.

We sell dresses for children.

If your teacher wishes, write the possessives in Exercise 4 with the preposition *of*, *by*, or *for*. Which do you like better with the apostrophe? Which with the preposition?

★Another rule for the possessive. Your teacher may prefer the following rule for the possessive case of nouns:

- (1) Write the whole word whether it ends in *s* or not.
- (2) If it does not end in *s*, add the apostrophe and *s*.
- (3) If the word ends in *s* and is plural, add apostrophe only.
If it ends in *s* and is singular, write whichever sounds better.

Usually words of one syllable take the apostrophe and *s*; words of two syllables are more likely to take the apostrophe only; and words of more than two syllables always take the apostrophe only. In deciding which sounds better, keep in mind that the apostrophe and *s* usually add a syllable that must be sounded, whereas the apostrophe only does not. Under this rule *Burns's* would be pronounced "burnsiz"; *Keats's*, "keatsiz"; *Dickens's*, "dickensiz"; *Moses's*, "mosesiz." Even recognized authorities differ on the correct use of the apostrophe with singular words ending in *s*.

★EXERCISE 8. Give sentences including the possessive of each of the following words. Do you like the extra syllable formed by the apostrophe and *s*, or do you prefer the sound of the word as it stands?

lass	boss	bus	ass	class
dress	Jones	Charles	James	fox
Holmes	Keats	Burns	Mars	Ayres
Cross	Gates	Hughes	Woods	Wells
Stokes	Simms	Sears	Ross	Phelps
Cox	Mills	Hobbes	Griggs	Briggs
Forbes	Bess	St. Nicholas	Brooks	Brahms

Moses	Jesus	Tess	princess	goddess
duchess	witness	Dickens	heirress	actress
mistress	hostess	Massachusetts	Evans	tigress
Francis	Los Angeles	Congress	Collins	Hades
Gibbons	Gladys	Parsons	Adams	Paris
Texas	Doris	Thomas	Nichols	Robbins
Pius	Phillips	Roberts	Burgess	Stevens
Lewis	Andes	Higgins	Gompers	Myers
Clemens	Curtis	Brussels	Augustus	Chambers
Hastings	Achilles	Netherlands	Diogenes	Harris
Erasmus	Horace	Ellis	patroness	Boreas
Cervantes	shepherdess	Colossus	Symons	Columbus
Sophocles	Socrates	lioness	Cornelius	Julius

PROBLEM 18

THE COMMA

Problem: *To learn to use the comma in a series, with such parenthetical expressions as yes and no, the noun in apposition, and the noun of address.*

Perhaps you think the comma is not very necessary in a sentence, and that if you leave it out, no great harm has been done. Sometimes that is true; and perhaps the most important rule about the comma for a high-school pupil to learn is: Never use a comma unless you are reasonably certain that you should. But sometimes the presence or absence of the comma changes entirely the meaning of the sentence. Furthermore, just as careful writers cross their *t*'s and dot their *i*'s, even though we might understand them without the crosses and dots, so careful writers use commas in certain places in their sentences. We shall learn four uses of the comma in this lesson.

Your statement of required knowledge for this unit says that the comma is used:

- a. to separate words or groups of words in a series.
- b. to set off from the rest of the sentence such a parentheti-

cal expression as (1) a noun of address, (2) a noun in apposition, and introductory expressions like *yes* and *no*.

Commas in a series. Notice how the commas are used in the following sentences.

This year we raised berries, potatoes, melons, and peanuts.

I, you, she, he, it, we, and they are all personal pronouns.

The rocket scattered white, red, blue, green, and yellow fire across the sky.

Franklin worked hard, made a success in business, became a great scientist, and rendered valuable service to his city, his country, and the world.

We looked everywhere for it—in the kitchen, in the shed, in the cellar, even in the attic.

When the river breaks up, when the sap begins to drip from the maples, when the song of the robin is heard from the apple tree, then the farm boy thinks his long, long thoughts.

Examining the above sentences, we can make the following rule: When three or more words or groups of words of the same grammatical construction are used in a series, a comma follows each one of them, even the one before the conjunction. In the above sentences we have three nouns, three pronouns, three adjectives, three verbs, three prepositional phrases, and three subordinate clauses; and, as you will understand later, the members of each series are all used in the same grammatical construction.

Commas with nouns of address. *George*, in the following sentence, is the person who is spoken to or addressed.

George, will you please hurry?

We call words so used *nouns of address*. A noun of address is set off from the rest of the sentence by commas. Notice how each one of the sentences on the next page illustrates this rule.

Mary, bring me your paper, please.

If you will settle in Parsley, Selby, I think you will succeed.

You get over on third, Schultz.

Commas with nouns in apposition. In the following sentence the words *the coach* explain who Mr. Moore is.

Mr. Moore, the coach, will arrive to-night.

Coach we recognize as a noun. When a noun is thus used to explain another noun (or pronoun), we call it a noun *in apposition*. A noun in apposition is set off from the rest of the sentence by commas. Show how the following sentences illustrate this rule.

Mr. Lincoln, the President, was born in Hardin County, Kentucky.

Mr. Webster, the Senator from Massachusetts, made a good speech.

Miss Sinclair, a teacher of English in the Welch High School, has resigned.

We said that commas sometimes change the meaning of a sentence. You are now ready to understand one of the ways in which they do so. Here are three sentences exactly alike except for the number of commas.

Mr. Moore, the coach, will arrive to-night.

Mr. Moore, the coach will arrive to-night.

Mr. Moore the coach will arrive to-night.

The first sentence means that Mr. Moore, who is a coach, will arrive to-night. The second tells some man by the name of Moore that the coach (his name is not given) will arrive to-night. The meaning of the third no one will ever find out because the commas that would have made it clear have been omitted.

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EXERCISE 1. Can you tell what the following sentences mean?

1. Joyce, the baby is asleep.
2. Joyce, the baby, is asleep.
3. Joyce the baby is asleep.
4. Mr. Fraley, the owner of the furniture store, is away.
5. Mr. Fraley, the owner of the furniture store is away.
6. Mr. Fraley the owner of the furniture store is away.
7. Mr. Anderson the lecturer is not coming.
8. Mr. Anderson, the lecturer is not coming.
9. Mr. Anderson, the lecturer, is not coming.
10. George Muccioli, the prisoner is an honest man.

Commas with *yes* and *no*. Look at the punctuation of *yes* and *no* in the following sentences.

Yes, I think it ought to be done.

No, he had never even so much as thought of it.

Yes, a tin can on a dog's tail detracts not a little from his self-respect.

No, our school has not yet won the championship.

Notice that when *yes* or *no* is used thus at the beginning of a sentence, it is set off by a comma.

EXERCISE 2. Tell whether the commas in the following exercises are used to separate the members of series, to set off nouns of address, to set off nouns in apposition, or to set off the words *yes* or *no*.

1. Fred, please go to the library and get me one copy each of *Treasure Island*, *Tom Sawyer*, *Penrod*, and *Rip Van Winkle*.
2. Yes, I think it ought to be done, Mr. Van Slyke.
3. Miss Ogle's light hair, blue eyes, saucy upturned nose, and general roguishness all reminded me much of Lynette.
4. When Mr. de Forest, the city's leading jeweler, came in, he was angry, much flustered, and very red in the face.
5. The radio, the most popular plaything of the American

public, is also a keen competitor of the phonograph, the player piano, and the more expensive reproducing pianos.

6. James, don't you know that the chief products of Texas, your own state, are cotton, grains, live stock, copper, and lumber?

7. Over the Appalachians, through the Mississippi Valley, across the great plains, and on up the slopes of the Rockies the old prairie schooners pushed their intrepid way.

8. Yes, Bertha, I want you to invite Arthur Thornton, the president of your class.

9. That he was a coxcomb and a bore, weak, vain, pushing, curious, garrulous, was obvious to all those who were acquainted with him.

10. No, that woman never seemed to know what her children were thinking about, what they were talking about, or what they were doing. She seemed to have no interest in them.

EXERCISE 3. Supply the missing commas in the following sentences. Of which sentences do they affect the meaning?

1. Hiking tennis swimming and running are all popular at our camp.

2. Well I think that you ought to ask Ruth.

3. Mr. Jones the inventor has just returned to work in his laboratory.

4. Yes I believe that you tried Joe. Your intentions were good. But the world does not reward you for mere tries attempts efforts good intentions. It wants results.

5. Well, Mike I see that another pot is boiling now, and strange names are bubbling out of it, Hangchow Shanghai Hongkong Peking. These are not the names of old Ireland Mike.

6. All day long it has rained hailed snowed or sleeted. Molly can't you make the sun shine?

7. Marcus you have now had a good introduction to the pronoun and verb the hardest parts of speech in our language.

8. Run Mary as though your life depended upon it.

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9. Ray and John and you and I will all go together.
10. You certainly ought to try John.

EXERCISE 4. Write ten sentences in which you illustrate all four uses of the comma for which you are now responsible.

EXERCISE 5. Write ten sentences in each of which you use a noun in apposition.

EXERCISE 6. Your teacher will dictate to you the following selection as a test of your ability to use capital letters, end-punctuation marks, apostrophes, and commas.

America's national song, "The Star Spangled Banner," is now over one hundred years old. Its poetry and music compare favorably with most other national anthems, which are not usually the best that a nation produces. Nevertheless, some of the world's most loved songs have been inspired by a feeling of patriotism. Every American, north and south, thrills to the tune of "Dixie" and loves the stately verse of Walt Whitman's "Captain, My Captain." Robert Burns' "Scots Wha Hae Wi' Wallace Bled" is one of Scotland's most stirring lyrics. And who of any nation does not love France's incomparable national anthem, "The Marseillaise," which has rallied the sons of that republic to battle for nearly a century and a half?

EXERCISE 7. Look over the suggestions on page 495 and write the most interesting theme that you can. After you have finished it, examine the requirements at the head of this unit and see if you can make your paper absolutely correct according to these standards.

PROBLEM 19

PARTS OF SPEECH: THE ADJECTIVE

Problem: *To learn to recognize adjectives; to learn why and how to avoid such expressions as them boys, them things; and to learn how to use a and an correctly.*

Review: Problem 15, the list of words used both as pronouns and as adjectives.

The **adjective** is a word that modifies a substantive, that is, a noun or a pronoun. It tells something about a noun or a pronoun. It usually answers one of the questions What kind? Which one? How many? How much?

The big tree was full of ripe apples.

What kind of a tree was it? What kind of apples were they? The words that tell us, the words that modify or describe a noun, are adjectives. *Big* tree; *ripe* apples.

But the sentence also says that the tree was *full*. Therefore *full* is an adjective because it tells something about the noun *tree*.

EXERCISE 1. Select the words below that tell something about nouns or pronouns. Notice that the adjective usually answers one of the questions: *What kind? How many? Which?*

1. the fast cars
a good book
an excellent pen
four dollars
first lesson
those sentences
poor me
an American city
a mahogany table

thin ink
a good gold watch
the rainy season
the tenth commandment
every person
Which hat?
a European war
every person
a single woman

The boy was sick.
 They became rich.
 He looked ill.

What man?
 She seemed happy.
 It tasted good.

2. He was powerless, alternately white with shame and scarlet with rage.

3. M. Beaucaire raised his thirsty sword.

4. All looked cooler and darker down in the deep valley.

5. Young d'Artagnan was a clever wit, a masterful swordsman, a gay gallant—a French gentleman.

6. Strange it was to look aloft and see the reeling spars gleam yellow and naked against the leaden sky.

7. Give us more of this wondrous water. We are younger; but we are not young enough.

8. A mild and moonlike radiance gleamed from within and rested alike on the four guests and on the doctor's venerable figure.

9. The captain had a harsh, cold eye.

10. The rushing wind and the driving rain brought a flush of rosy color to the cheeks of the two girls.

★Adjective or pronoun? We found in discussing pronouns that the words in the list below are sometimes pronouns, sometimes adjectives. Although the ability to distinguish between the two uses aids little in speaking or writing better English, the words are so common that sentence analysis is often made easier by their mastery.

whose	this	one	another
which	that	such	some
what	these	any	both
that	those	each	either

The only way to tell the difference in any given case is to notice how the word is used in the sentence. If it modifies a noun or a pronoun, it is, of course, an adjective. If it takes the place of a noun, it is a pronoun. An adjective usually stands near the noun or pronoun that it modifies. A

pronoun stands by itself, not modifying anything. *My, your, his, her, its, our, their* may frequently be called either adjectives or pronouns. The distinction is not important.

EXERCISE 2. Tell whether each of the italicized words is an adjective or a pronoun. (Does it stand by itself, or does it modify something?)

1. *Which* book have you in *that* brief case?
2. *This* cannot be right.
3. *These* boys have made honor grades.
4. *One* cannot easily distinguish between *those* twins.
5. *Each* girl selected *some* books to take home.
6. *Both* of us are anxious for *another* trip.
7. We did not like *that* camp, so we went to *another*.
8. *Either* would have been a good choice.
9. *These* are not satisfactory. I should rather not have *any*.
10. *Such* efforts deserve success.
11. I do not want to do *these*.
12. *This* sentence is easy.
13. The mother of *that* boy was here *this* morning.
14. We cannot do anything with *that*.
15. *One* cannot be too sure about it.
16. I should like to get just *one* A this week.
17. We have *some* for *each* of them.
18. *Some* people prefer *such* books.
19. *Both* of them are here looking for *another* bargain.
20. Please give me *another*. I don't like *this*.

Them and those. *Them* is always a pronoun. It is never an adjective and should not be used to take the place of the adjective *those*. Such expressions as *them boys, them girls, them books* are always wrong.

EXERCISE 3. Correct the following sentences.

1. Them books belong to me.
2. We want Mr. Moody to keep them bats.
3. What are them things you have there?

4. Oh, I couldn't understand them sentences at all.
5. Did you put them shingles on the roof yourself?
6. John, drive them Jerseys out of the clover.
7. Where are them fine-looking buildings you said were in this town?
8. How did you get them scratches on your shoes, Mary?
9. I'm tired of learning about them old Egyptian mummies.
10. I bought them new batteries at Foley's.

The articles *a*, *an*, and *the* constitute a special group of adjectives. We already know that when any of these words is found in a title, it begins with a small letter unless it is the first word. Another thing we shall have to learn about them is that the article *a* precedes a word beginning with a consonant sound; *an* precedes one beginning with a vowel sound. The vowels are *a*, *e*, *i*, *o*, and *u*. The other letters are consonants.

a lark	an ark	a hallway	an allowance
a helm	an elm	a desert	an estuary
a bin	an inn	a stitch	an itch
a cloak	an oak	a hod	an oddity
a burn	an urn	a bunk	an uncle

Few people have any difficulty with words such as the above except through sheer carelessness. Two groups of words, however, need special attention.

1. The *h* in the following words is not sounded. It is silent. Hence the words begin with vowel sounds and are preceded by *an*.¹

heiress	heir	heirloom
herb	herbage	herbivorous
honest	honesty	honestly
honor	honorary	honorable
hour	hourly	hourglass

¹ Some words beginning with *h* may be preceded by *an* even where the *h* is sounded, if the first syllable is not accented, but since this rule is not always followed, it seems hardly wise to stress the point.

2. Many words beginning with the vowel *u* or *eu* are pronounced *yew* as though they began with the consonant *y*; therefore they are preceded by the article *a*. *A* European, *a* useful man, *a* uniform, *a* unit, *a* utensil. But *an* umpire, *an* urge, *an* untrue statement. Why?

EXERCISE 4. Fill in the blanks with *a* or *an* and tell the reason for your choice.

1. ——— honest treasurer is a necessity for ——— successful company.
2. ——— eye for ——— eye and ——— tooth for ——— tooth was the ancient Hebraic law.
3. She has been ——— heiress for just ——— hour.
4. When she was ——— baby, she had ——— illness that left her ——— invalid for life.
5. He was ——— additional honor to ——— already honorable family.
6. ——— useful book is ——— valuable asset.
7. He wore ——— new uniform.
8. ——— unkind word was never spoken in their home.
9. It was ——— European question entirely.
10. We have ——— umpire from out of town.

EXERCISE 5. Select all the adjectives from a page of some book that you are using in class. Continue this exercise until you can recognize at least 80 per cent of all adjectives in a page of ordinary prose.

PROBLEM 20

PARTS OF SPEECH: THE VERB

Problem: *To learn to recognize verbs.*

Verbs are words that make statements; they make sentences say something. Until the verb is expressed there is usually not much sense in a group of words. Try reading

the following expressions aloud to see whether they mean anything.

Ice ———.	They ——— ——— to-morrow.
We ——— him home.	She ——— ——— back.
My blood ———.	He ——— ——— president.

You see that these words mean nothing. They lack the verbs, the words that really make sentences say something. Notice how the presence of a verb makes each of these groups of words a sensible statement.

Ice <i>melts</i> .	They <i>will come</i> to-morrow.
We <i>sent</i> him home.	She <i>will be sent</i> back.
My blood <i>boils</i> .	He <i>might have been</i> president.

Verbs tell what was done or what happened. Speaking more exactly, verbs usually express action.

Each girl made a box of fudge. (What happened?)
 A box of fudge was made by each girl. (What was done?)

EXERCISE 1. Find the verbs in the following sentences—the action words, the words that tell what happened or what was done.

1. The dog wagged his tail.
2. The radiator became hot at once.
3. No one has a perfect paper.
4. We ate a thick juicy steak.
5. They received a letter from Paris.
6. The Ferris wheel broke down.
7. Fred Stanley caught fourteen mice in his house in two nights.
8. That antique chest of drawers was refinished by Mr. Fafnir.
9. The twelve o'clock whistle has blown.
10. When he picked up his violin, he found that his E string was broken.

The verb *to be*. Although it is true that verbs usually express action, the most common verb in the language does not do so. This verb is the verb *to be*. If you will learn to recognize this verb *to be* now, you will save yourself a great deal of trouble later.

The verb *to be* is a family name for a very familiar group of words such as *am, is, are, was, were*; also for *shall be, will be, may be, has been, had been, might have been*, and many other combinations with *be* and *been*. You can easily learn that *am, is, are, was, and were* are parts of the verb *to be*. Learn them now, and never forget them! If you will notice the italicized letters, you can just as easily understand why the following list of words and other forms with *be, been* and *being* are called parts of the verb *to be*.

<i>be</i>	<i>to be</i>
<i>shall be</i>	<i>will be</i>
<i>may be</i>	<i>has been</i>
<i>had been</i>	<i>being</i>
<i>was being</i>	<i>have been</i>
<i>might have been</i>	

They are the *be* verbs. Many English people pronounce *been* as we pronounce *bean*. Notice the verbs *to be* in these sentences below.

I *am* honest; he *is*, too; but they *are* not.

Where *were* you when I called?

They *might have been* sincere in their dealings with us.

EXERCISE 2. Find the verbs in the following sentences. Tell whether each is a form of the verb *to be*.

1. I am very sorry that I offended him.
2. It is not cold out here to-day.
3. They are here. I am sure of it.
4. The old leghorn is all ready to sit.
5. Her dress was most certainly green. I saw it.

6. Irita might have been the champion.
7. The goods would have been here long ago.
8. There was a pretty little dimple on her chin.
9. Would they have been trustworthy partners?
10. Where were the great successes that she had dreamed about?

Auxiliary verbs. Various parts of the verb *to be*, the words *have*, *has*, and *had*, and the words *do*, *does*, and *did* may be used either as verbs or just as helping words, called *auxiliaries*, which form parts of some other verbs. Compare the following sentences and see whether the words in italics are whole verbs standing alone or just parts of other verbs.

She <i>was</i> John's partner.	She <i>was</i> playing Lady Macbeth.
He <i>has</i> a motor cycle.	He <i>has</i> bought a motor cycle.
They <i>did</i> it I'm sure.	They <i>did</i> know it. I told them.

You will notice that each whole verb in the right-hand column consists of one of these helping words plus the word that expresses the main idea. When you give the verb of a sentence, don't forget that any of these helping words in the sentence must be given as a part of it. Notice that the whole verb is italicized in each of the sentences below.

They *had moved* the piano.
 The piano *had been scratched*.
 The piano *was being varnished*.
 They *might have been moving* the piano.

EXERCISE 3. Find the whole verb in each of the following sentences. If you write the exercise, put a double line under the main part of the verb and a single line under the helping words. Which are forms of the verb *to be*?

1. It has snowed four times; and we have been here only four days.
2. The snow was blowing in through every crevice.

3. We might have guessed that the camp would be a little uncomfortable.
4. Ormand and Gible do not sell radio sets.
5. Their attic floor had not been swept since the house was built.
6. He should have put the car in the other garage.
7. She may have had whooping cough when she was a little girl.
8. His daughter could have helped him if she had tried.
9. The books in our library have all been arranged by Miss Stanton.
10. You have had plenty of time. Close your books.

Very often, when a verb is composed of two, three, or four words, some of the words are separated from the others. This is especially true in interrogative sentences.

EXERCISE 4. Find the whole verb in each of the following sentences. Underline the main part of the verb twice, the helping words once. Which are forms of the verb *to be*?

1. She was very much interested in her part in the play.
2. Whom did Little Red Riding Hood go to visit?
3. The implements had not rusted very much during the winter.
4. Does the hay over there on the hill look good, Harry?
5. Why had she in all her life never done anything to make other people happy?
6. Did the oysters at the cove do well?
7. Has his appetite been good this spring?
8. Why has not our government spent as much money on the health of people as it has spent on the health of hogs?
9. Some doctors say that half of the sickness in our country to-day could be prevented if every person would go to bed the first day he catches a cold.
10. Some also say that we should not have half as many colds if people would stop coughing and sneezing in one another's faces.

EXERCISE 5. Find all the verbs in the following sentences. When the verb is composed of more than one word, indicate which is the main verb and which are auxiliary or helping words. Which verbs are forms of the verb *to be*?

1. They drove over the hills.
2. Tea was soon made.
3. He was using the Australian crawl when he won the race on Saturday.
4. Are you sure she was at the head of her class?
5. Yes, I am. She has been there for a long while.
6. She might have been there from the beginning if she had tried.
7. Susan stayed with them till noon.
8. The sunset colors are reflected in the stream.
9. Mr. Eberle will carry the luggage in his car.
10. Shall you be at the game Saturday?
11. I expect to be now.
12. I thought my uncle would be there, but he cannot come.
13. He is now in Chicago.
14. We shall be in Chicago for the Christmas holidays.
15. Aunt Carrie has already invited us.
16. Washington might have lost a thousand men.
17. I thought she would win.
18. Joe may be dumb, but he is a good ball player.
19. He might have been a good student if he had spent as much time on his studies as he has on the ball field.
20. The eye shines like dew, it looks soft and full of feeling, it smiles, it turns to me, it ceases to smile, it seems to deny the discoveries I have made. The eye is favorable.

EXERCISE 6. Find all the verbs on a page of some book that you are using in class. Continue this exercise until you can recognize at least 80 per cent of the verbs on a page of ordinary prose.¹

¹ Before making the assignment the teacher should find all of the infinitives, gerunds, and participles in the proposed assignment, which the pupils might at this stage confuse with verbs, and have the pupils disregard them.

The infinitive. There is one more form of the verb that you should learn to recognize here, not because you will have any immediate use for it, but because it is very easy to recognize, and because, when you know what it is, you will save yourself from confusing it with some other form of the verb.

When you see the little word *to* before a verb, you may know that that verb is an *infinitive*.

to run to go to trust to help

Just as the name plate on the front of an automobile tells the kind of automobile, so the name plate *to* on the front of a verb tells the kind of verb. It is *always* an infinitive.

EXERCISE 7. Find the infinitives in the following sentences.

1. We asked Schuyler if he wanted to go.
2. To learn to make all these grammatical distinctions requires careful work.
3. It is hard to know what to do about this.
4. His greatest ambition was to become the captain of a sand barge.
5. To see is to believe.
6. The temptation to shirk his work came to him often.
7. The star is too distant to be seen with the naked eye.
8. He was hurrying to catch up with us.
9. We were going to suggest the same thing.
10. The accused is known to have been in the house on the night of the murder.
11. She always wanted to do something to attract other people's attention.
12. It is interesting to have known personally so many famous men.

EXERCISE 8. Find the infinitives on the assigned pages of whatever book the teacher suggests.

PROBLEM 21

PARTS OF SPEECH: THE ADVERB

Problem: *To learn to recognize adverbs.*

Review: Problem 19, The Adjective.

An adverb is a word that modifies a verb, an adjective, or another adverb. It usually answers one of these questions: *When? Where? (Why?) How? How much?* Each of the italicized words below is an adverb. Notice how it answers the question that precedes the sentence.

When? They sail *to-day, to-morrow, directly, later.*

Where? He went *back, down, over, out, home.*

Why? Reserved for phrases and clauses.¹

How? She worked *well, easily, diligently, gladly.*

How much? I was *very, exceedingly, too, somewhat* glad.

The only sure way to tell whether a word is an adverb is to see whether it modifies a verb, an adjective, or another adverb, but the above questions will be very helpful most of the time.

The adjective and the adverb. The adjective modifies a noun or a pronoun. The adverb modifies a verb, an adjective, or another adverb. Another way of saying the same thing is: Adjectives modify substantives. Adverbs modify all other parts of speech. When the adjective and the adverb are made on the same stem, the adverb usually (though not always) ends in *ly*.

This is *easy* work.

May was *very glad*.

He was a *brave* soldier.

He had an *unusual* memory.

He works *easily*.

She came *gladly*.

He fought *bravely*.

His memory was *unusually* good.

¹ See Problems 34 and 39.

What does each of the adjectives and adverbs modify in the above sentences?

EXERCISE 1. Pick out the adjectives and adverbs in the following sentences and tell what each modifies. Make one column for adjectives, one for adverbs, and another for the articles. The arrangement below will be satisfactory. Be ready to explain the use of *a*'s and *an*'s found in the exercise. (The word *not* is always a negative adverb.)

Adjective	Adverb	Article	Modifies
easy	easily	a	noun <i>work</i> verb <i>works</i> noun <i>soldier</i>
glad	very		adjective <i>glad</i> noun <i>May</i>

1. Yesterday five boys had a skating race upon the river.
2. They all skated surprisingly fast, but Joseph Moore soon outstripped the others.
3. When all five boys had reached the goal, the referee shook hands with Joseph and told him he had done very well both for himself and for his school.
4. Then a tall, graceful girl skated out to congratulate Joseph on his victory.
5. He immediately recognized her as an already famous swimming champion.
6. Thereby hangs an interesting tale which you may finish as well as you can.
7. By countless eager questions I had won from my tight-mouthed brother the coveted information.
8. Steadily, quietly the gray sails dipped below the misty horizon.
9. The trees were full of chattering, gaily colored birds. They seemed to interest Dr. Suzallo greatly.
10. Above the level bit of timber to the east a vast dome of pale, undazzling gold was rising silently, swiftly.

EXERCISE 2. Find all the adverbs on a page of some book that you are using in class. Continue this exercise until you can recognize at least 80 per cent of all adverbs on a page of ordinary prose. If the teacher thinks it well, find all the adjectives, too, arranging adjectives and adverbs in separate columns and telling what each modifies.

EXERCISE 3. Write a letter to a friend who is in another city, telling him about your English course. Give him whatever details may be necessary to make your letter clear and interesting. Look up the requirements for letter-writing in Part I and try to avoid making a single error. Your ideal is a perfect letter.

EXERCISE 4. The teacher will dictate the following selection. Try to get it absolutely correct. Be ready to give the reason for each capital or punctuation mark about which you have already studied.

Yesterday my father and mother went for a picnic on the beach by Professor Mayer's cottage. When they returned, they brought for my small sister a little bird swinging on a stick. Its beak, head, and tail are red, while its body is white, and its wings are blue. The bird's tail is set into its body in such a way that, if the stick is swung rapidly through the air, the tail spins around with a buzzing noise. Susan doesn't know just how to swing the stick, but she does pretty well for such a little girl, and she is delighted with Dickie, as she calls the bird.

PROBLEM 22

PARTS OF SPEECH: THE PREPOSITION

Problem: *To learn to recognize prepositions.*

Review: Problem 21, The Adverb, unless you have just finished it.

A **preposition** is a word that shows the relationship between its object and some other word in the sentence. In order to see what this means, examine the following sentences and see how the italicized words show the relationship between *boy* and *barrel*.

The boy *on* the barrel is Arthur Hoag.

The boy *in* the barrel is Arthur Hoag.

The boy *under* the barrel is Arthur Hoag.

The boy *beside* the barrel is Arthur Hoag.

Again notice how the prepositions show the relationship between the word *going* and the word *city*.

She is going *to* the city.

She is going *from* the city.

She is going *across* the city.

She is going *around* the city.

She is going *through* the city.

EXERCISE 1. Make up sentences in which each of the following prepositions is used with a noun or pronoun following it. This noun or pronoun will be the object of the preposition in most cases.

in	over	outside	among
on	under	inside	between
of	above	within	against
to	below	beside	through
by	upon	without	across

at	beneath	into	around
up	before	from	out of
off	behind	with	near
for	towards	beyond	during
after	down	except	concerning
along	about	instead of	regarding
but	since	in spite of	according to

The prepositional phrase. Any one of these prepositions with its object and the modifiers of its object is called a prepositional phrase. A prepositional phrase may modify a noun or a pronoun just as an adjective does, in which case we say it is a prepositional phrase used as an adjective; or it may modify a verb just as an adverb does, in which case we say that it is a prepositional phrase used as an adverb. Remember that adjective phrases usually answer the questions: *What kind? How many? or Which?* Adverbial phrases usually answer the questions: *When? Where? Why? How? or How much?* The ability to make this distinction between adjective and adverbial modifier will be very important later. Your teacher may wish to have you master it now. What do the prepositional phrases below modify?

The book *with the brown cover* is mine. (What kind of book? Which book?)

Please read the book *with care*. (Read the book how?)

Will you come *on Sunday*? (When?)

Ask that man *by the fence* to move. (Which man?)

I did the picture *on the cover*.

The word *to* before a noun or pronoun is a preposition; before the verb it is the sign of the infinitive.

to + noun or pronoun = prepositional phrase

to + verb = infinitive

He wants *to go to church*.

What are you trying *to do to him*?

EXERCISE 2. Point out the prepositions and the prepositional phrases. Can you tell what the phrases modify? Watch the infinitives with *to*.

1. Smith carried the ball into the territory of the enemy.
2. We wanted to come to King Philip with an offer of peace.
3. We drove through the country in a Ford.
4. The Pilgrims came to America in the *Mayflower* in order to find religious freedom for themselves.
5. He had trudged through the heavy sand with slow steps.
6. With great dignity the old chief rose to his full height and began to speak.
7. He had already come and was sitting on the edge of the lawn with some little children.
8. The house on the corner of Gordon Street belonged to Mr. Monks.
9. She rushed between my brother and me just as we were about to fight.
10. According to the morning papers a veritable hurricane swept through Kansas last night.

***Difference between adverb and preposition.** Many of the words listed above as prepositions are often used as adverbs answering the questions: *When? Where? Why? How?* and *How much?* When they are used as prepositions, they have objects; when they are used as adverbs, they have no objects. For example:

Wait a moment. We will go *down* with you.

Down is an adverb and has no object.

We are going *down* the street.

Down is here a preposition and has an object, *street*.

Watch him or he will jump *off*. (Any object?)

Watch him or he will jump *off* the pier. (Any object?)

Our parents have gone *through* already. (Any object?)

Our parents have gone *through* the museum. (Any object?)

★EXERCISE 3. Tell whether the italicized words are prepositions or adverbs. Can you tell, also, what each adverb or prepositional phrase modifies?

1. We will come *over* if you want us to.
2. Kim was running all *around* the cottage.
3. He could not get *up* so early.
4. They were *near* the gate when I saw them.
5. I do not think we shall go *down* this week.
6. The rose just *outside* the door is an Ophelia.
7. Your umbrella is *behind* the door.
8. Come *in* as soon as you have finished.
9. The pitcher heaved the ball *over* the first baseman's head.
10. We were ordered to stand *by* till the tugboat had passed.

EXERCISE 4. Select the prepositions and prepositional phrases from a page of some book you are using in class. Try to tell what each phrase modifies. Continue this exercise until you can recognize 80 per cent of the prepositions on a page of ordinary prose.

★**Preposition and conjunction.** A few words like *before*, *after*, *till*, *until*, and *since* may be used either as prepositions or conjunctions. The preposition introduces a prepositional phrase; the conjunction introduces an adverbial clause. You will not be held responsible for this distinction until after Problem 40, unless your teacher wishes to have you learn it at this point.

★EXERCISE 5. One of the common errors of high-school pupils is the misuse of prepositions. Although you are not required to master their use at present, your teacher may wish to have you glance over Problem 62 to find an explanation of those listed at the top of the next page.

RIGHT

He jumped off the porch.
 He drew up by (or near) us.
 Leave that just outside the door.

They put the furniture into the house.
 This is just among us three.
 The calf is behind the barn.
 Where have you been?

WRONG

He jumped off of the porch.
 He drew up along by us.
 Leave that just outside of the door.

They put the furniture in the house.
 This is just between us three.
 The calf is in back of the barn.
 Where have you been to?

PROBLEM 23

PARTS OF SPEECH: THE CONJUNCTION

Problem: *To learn to recognize conjunctions.*

Review: Problem 22, The Preposition, unless you have just finished it.

A **conjunction** is a word that joins two words or two groups of words. There are two kinds of conjunctions, *co-ordinate* and *subordinate*. Coördinate conjunctions connect things of the same rank: two words that are the same part of speech (two nouns, two verbs, two adjectives), two groups of words which your teacher will explain to you as phrases and clauses. Subordinate conjunctions connect things that are not of the same rank, usually a subordinate clause to some word in the principal clause. Coördinate conjunctions are like halls; they connect things on the same level. Subordinate conjunctions are like stairs; they connect the clause below (the subordinate clause) with the clause above (the principal clause.) We shall take these up in turn.

The **coördinate conjunction**. The most common co-ordinate conjunctions are *and*, *but*, *or*, *nor*; and their cor-relatives *both . . . and*, *not only . . . but also*, *either . . . or*, and *neither . . . nor*.

EXERCISE 1. Point out the conjunctions in the following sentences. Tell, if you can, what they connect and what kind of conjunctions they are.

1. John and Harry were brothers.
2. Run and get that map over there.
3. We went across the meadow and through the woods.
4. You may have the peach but not the candy.
5. Shall I sweep the bedrooms or wash the dishes?
6. Don't look on this side but over the fence.
7. That is Julia Marvin, or I am very much mistaken.
8. Either you will lend Frank your sled, or I will take it back to the cellar.
9. Neither March nor April was warm enough for planting this year.
10. Not only the money we invested in bonds but that which we put into the savings bank is paying us more than four per cent.

The subordinate conjunction. The most common subordinate conjunctions are listed below. When used in sentences, they introduce groups of words called *adverbial clauses*, which usually modify verbs and, like adverbs and adverbial phrases, answer these questions: *When? Where? Why? How? How much?* For this reason grammarians call

Common Subordinate Conjunctions	Answer Question	Introduce Clauses of
before, after, until, while, since, when, whenever, as soon as.....	when ✓	time
where, wherever	where ✓	place
because, since, lest, inasmuch as, in order that	why ✓	{ cause result purpose
as if, as though	how	manner
as much as, more than, less than, as...as	how much	degree
if, unless	condition
though, although	concession

them adverbial clauses of time, place, cause, result or purpose, manner, and degree. Some of these conjunctions introduce conditional and concessional clauses, too.

Notice how these subordinate conjunctions are used in the following sentences.

The Johnsons came back *while* we were there.

Whenever you are ready we will start.

She did not run *because* she had a lame ankle.

He acted *as though* he owned the place.

If you do not practice, you will never learn to play.

Although he had never been to the city, nothing seemed to surprise him.

EXERCISE 2. Point out the conjunctions in the following sentences. Tell, if you can, whether they are coördinate or subordinate and what each one connects.

1. Inasmuch as the weather is bad, we shall postpone our walk for a while.

2. The French occupied Vouziers after they and the Americans had driven out the Germans.

3. Although the organist was good, we did not enjoy the recital very much because the organ was so badly out of order.

4. The leaning tower of Pisa always looks as though it would fall over.

5. Your apples will be much better if you prune the tree.

6. You may go wherever you wish this morning.

7. We boys stayed up all night in order that we might see the circus train come in in the morning.

8. I hated to see him do it more than I can ever tell you.

EXERCISE 3. Point out the conjunctions in the following sentences. Tell, if you can, whether they are coördinate or subordinate. Can you tell, too, what they connect?

1. My mother has begun to teach me to cook and sew in order that home economics may be easier for me when I study it at school.

2. Molly Adams, who lives next door to me, baked a cake yesterday, but her brother clogged on the kitchen floor while the cake was cooking, and it fell.

3. She told him either to stop clogging or to go outdoors to do it, but he paid no attention to her.

4. If my brother were as mean to me as that, I should start a little war in our family.

5. Some of my girl friends have already begun cooking at school, and a few can help get meals at home.

6. Although I think I shall never keep house, I shall take the home-economics course at school. Father says you never can tell.

7. Whenever I think of cooking class, though, I cannot help wishing that girls might take manual training, because I had much rather make chairs and tables and bookcases than cakes and pies and Irish stew.

8. You may try the channel as soon as you can swim well.

9. You had better take the scarf lest your neck be cold.

10. Now that you have made your own money, you may buy a motorcycle.

11. Either you will stop burning so much coal, or you will have none to burn when those raw March days come.

We have now seen that the words *before*, *after*, *till*, *until*, *for*, and *since* may be used sometimes as prepositions, sometimes as subordinate conjunctions. When they have objects, they are prepositions; when they introduce adverbial clauses, they are subordinate conjunctions. This distinction is of some importance and will be carefully studied later.

EXERCISE 4. Find all the conjunctions on a page of some book you are studying in class. Continue this exercise until you can recognize at least 80 per cent of the conjunctions on a page of ordinary prose. You might try also to tell whether they are coördinate or subordinate and what they connect.

PROBLEM 24

PARTS OF SPEECH: THE INTERJECTION

Problem: *To learn to recognize and punctuate interjections and other exclamatory expressions. To learn to capitalize titles correctly.*

Review: Problems 7 and 8, The Uses of the Capital.

An interjection is a word that expresses sudden feeling. It is an exclamation. The one thing we need to remember about the interjection is that it is followed by an exclamation point when the feeling to be conveyed is especially intense. The most common interjections are *oh, ah, aha, pshaw, hurrah, bravo, ouch*.

Many other words are used as exclamations and may be followed in printed conversation by the exclamation point. They may be nouns like *heavens!* adjectives like *gracious!* verbs like *hear! hear!*

In addition to these, every age has a long list of exclamatory words that may be classed as slang and profanity.

Hurrah! Hurrah! We won! We won!

Ouch! You burned me.

Great Cæsar! Look at the size of that eel.

When people think their hearers are deaf, they yell at them. When they think their readers are unintelligent, they sprinkle their pages with exclamation points. It is a habit to avoid; therefore no exercises are offered.

Capitals in titles. You now know all the parts of speech and are ready to complete your knowledge about capitalizing the words in a title.

*Capitalize the first word in a title and all other words except articles, prepositions, and conjunctions.*¹

¹ Even articles, prepositions, and conjunctions may be capitalized if they have five or more letters in them.

EXERCISE 1. Study the following titles and tell why small letters are used to begin the words not capitalized.

1. *Adrift on an Ice Pan*
2. *Ten Thousand Leagues under the Sea*
3. "The Wreck of the Hesperus"
4. *Riders of the Purple Sage*
5. "The Legend of Sleepy Hollow"
6. "The Pit and the Pendulum"
7. "The Rider of the Black Horse"
8. *From Immigrant to Inventor.*

EXERCISE 2. Make up or find in magazines ten titles that include one or more words each that rightfully begin with small letters.

EXERCISE 3. Write a theme on some subject about which you have recently had an animated conversation. Try to make the reader catch your enthusiasm. Can you make your theme absolutely correct? Watch for errors of omission and repetition.

EXERCISE 4. The teacher will dictate the following paragraph. Can you get it absolutely correct? Give the reasons for capitals and punctuation marks.

Ods daisies and buttercups! as Bob Acres of Sheridan's *The Rivals* might have exclaimed, what a pretty scene is this before my door! Wide field and blowing trees stretch as far as eye can reach. Yes, earth is a heavenly place, my friend.

PROBLEM 25

PARTS OF SPEECH—REVIEW

Problem: *To recognize all parts of speech.*

You have already noticed that the same word may be used as a preposition, as an adverb, or as a conjunction. You see that it is therefore impossible to give the part of

speech of a word by looking at the word alone. *You must decide by noticing how it is used in the sentence.*

1. If it is the name of some person, place, or thing, it is a noun.
2. If it takes the place of a noun, it is a pronoun.
3. If it modifies a noun or a pronoun, it is an adjective.
4. If it makes the statement in the sentence (expresses action, being, or state), it is a verb.
5. If it modifies a verb, an adjective, or an adverb, it is an adverb.
6. If it shows relationship between its object and some other word in the sentence, it is a preposition.
7. If it connects two words, phrases, or clauses, it is a conjunction.
8. If it expresses sudden emotion, it is an interjection.

NOTE: It is assumed that the knowledge of the expletive is not needed here.

EXERCISE 1. Give the part of speech of each word in the following selection except those italicized. Tell the reason for your judgment.

One day while some of us boys and girls were playing ball, I broke a window in a neighbor's house. Soon the neighbor came in and told my mother what I had done. When she asked me if it was true, I *just* stood there and lied as much as I could. But later some of the children came in and told Mother that I was the one who had broken the window. The fact that I had lied to Mother made her cry. When I saw her *crying*, I felt *very sorry* and promised her never to lie again. That evening when my father came home, Mother told him that I had lied to her. *Well*, I got the licking of my life. To-day I am very thankful to my mother and father, for *ever since then* I have not dared to tell an untruth.

EXERCISE 2. Unless you can already name at least 80 per cent of all parts of speech correctly in an exercise like

the above, take some book that you are using in class and continue working upon the parts of speech until you have reached the required proficiency. The following exercises in this book may be used.

<i>Problem</i>	<i>Exercise</i>	<i>Problem</i>	<i>Exercise</i>
11	7	12	5
11	8	12	6
C	1	15	4
F	1	20	5

EXERCISE 3. *A special test on the parts of speech.* Tell what part of speech each of the italicized words is and give the reason for your judgment.

1. The *robe* was a long white one like the Roman toga.
2. They will *robe* the statues for the festivities.
3. Aunt Molly *set* four hens last week.
4. Helen won her first *set* at tennis this morning.
5. The train went too *fast* for us to see much of the country.
6. Man o' War was a very *fast* horse.
7. We shall *fish* for two hours to-morrow.
8. We expect to catch at least a dozen nice *fish*.
9. We shall then have a *fish* dinner to-morrow night.
10. The *last last* that he bought will *last* him till the end of the year.
11. I *like* that teacher. *Like* a mother with her children, she has no special *likes* or *dislikes* among the pupils.
12. With what a strong *spring* the *spring* frog *springs*.
13. They had to *milk* the cow to get some *milk* to make some *milk* toast.
14. The cows are lying in the *shade* of those *shade* trees that *shade* the far corner of the pasture.

EXERCISE 4. *A special test on the parts of speech.* Tell the part of speech of each word in the following selection, except those italicized, and give the reason for your judgment. Arrange your paper like the form below.

Word	Part of Speech	Reason
1. <i>tell</i>	verb	it is a word of action
2. <i>the</i>	article	<i>a</i> , <i>an</i> , and <i>the</i> are articles
3. <i>part</i>	noun	name of something

A device has recently been invented *to make* the use of the telephone *easier* for those whose hearing is not good. It consists of a vacuum tube amplifier with switches *for regulating* the volume of amplified speech and *for switching* the amplifier in and out of the circuit. With this device, those who do not hear well may use the telephone *almost as well as anyone else*.

If you have obtained a grade of 80 per cent or more on the above tests, you probably know what you need to know about parts of speech for the present. There are persons, however, who like to work grammar puzzles just as people used to like to work cross-word puzzles. The following exercise is offered for those who want to try it.

★EXERCISE 5. Give the part of speech of each word in the following exercise. Be especially careful with those in italics. When a word following the verb *to be* modifies the subject, it is an adjective; when it means the same thing as the subject, it is a noun or pronoun.

1. *Which* book do you want? 2. *Whose* paper is that? 3. I am very *happy*. 4. *That* man is my uncle. 5. *That* is the girl *that* I saw. 6. *These* are *perfect*. 7. *These* flowers are beautiful. 8. *This* lesson is *somewhat* more *difficult*. 9. He should not tell *such* a fib. 10. *Some* boys are good *players*; others are *not*. 11. *Such* was not the case at *any rate*. 12. *Anyone* may go *who* wishes. 13. It is now *five o'clock*. 14. *There* are *only* two *here*. 15. *Somebody* will come for *each* of them. 16. We cannot get *along* without *another*. 17. *Either* may go, but *not both*. 18. *It* makes little difference *what* you do. 19. We shall expect you over *as soon as* you can get here. 20. You will have to bring somebody *else* with you, *else* you will have to go back after her.

PROBLEM 26

SPELLING

Problem: *To learn to spell all words through Group 35M.*

Review: Problem 9.

Your teacher will give the lessons in spelling at any time and in any way she thinks best, but by the time you have finished this unit of work you must be able to get 95 per cent on a test on words through Group 35M. The test will be made out so that most of the words are in Groups 34 and 35. Few pupils in or above the seventh grade will find these words difficult, but if you know yourself to be a poor speller, you will have to prepare carefully for this test. See directions in Problem 9.

One special requirement in spelling for this unit's work is a mastery of the three words, *two*, *too*, and *to*. *Two* is the spelling of the number 2. *Two* boys, *two* apples. *Too* means *also* and *over* or *exceedingly*.

We want some ice cream, *too* (also).

The women, *too*, are going out on strike.

It is *too* (exceedingly) bad that he was hurt.

That is *too* (over) much for us.

To is the common preposition or the sign of the infinitive.

We went *to* the fire.

We want *to* go.

Perhaps it may help to notice that *to* is the word we use most and the one ordinarily used unless there is some reason for another word. *Two* is easy to remember because it never spells anything but the number 2. That leaves only the word *too* offering any difficulty. *Too* is never used except when it means *also* or *over* or *exceedingly*; and there is no possi-

bility of confusing these meanings with the preposition or with the number 2, except through carelessness.

EXERCISE 1. Write fifteen original sentences to illustrate the various uses of *to*, *two*, *too*, five for each of them.

EXERCISE 2. Fill in each blank with the correct word.

T—— many people confuse the words ——, ——, and —— . It is really —— bad, for their proper use ought —— be easy after one or —— exercises on them. T—— is the way to spell the number 2, as in —— people, —— houses, —— sentences. The word —— means *also* and *over* or *exceedingly* as in the sentences, "I am going ——," "He had —— much," "That is —— good for him." This word —— is the one on which we make most of our mistakes. Perhaps this will make the matter clear.

T—— is the common preposition which we probably use —— or three times on every page we write. It is also the sign of the verb form called the infinitive in such sentences as "She is sure —— win," "Nobody wanted —— risk it." We all know how —— spell this word.

T—— is the word that means the number 2. It never means anything else. So we should have no confusion about that.

T—— means *also* and *over* or *exceedingly*. If we stop —— think, we are not likely —— confuse this meaning with the others.

But don't be —— sure that you are never going —— make another mistake with these three words.

PROBLEM 27

USE OF THE DICTIONARY

Problem: *To learn to tell the part of speech of a word in the dictionary; to tell whether a noun is common or proper; to find the plural form of a noun; to learn to find the pronunciation of a word, especially the pronunciation of the vowel sounds.*

Review: Problems 10, The Dictionary; 16, Number; 25, Parts of Speech.

Parts of speech. We have already learned in Problem 10 that by looking a word up in a dictionary we may find its spelling, syllabication, accent, and meaning. We may also learn what part of speech it is. This last information is usually abbreviated and printed in italics just after the word. The following, used in the Webster dictionaries, you will easily recognize as abbreviations of the parts of speech that you have studied in this unit.

<i>n.</i>	noun	<i>adv.</i>	adverb
<i>pron.</i>	pronoun	<i>prep.</i>	preposition
<i>a.</i>	adjective	<i>conj.</i>	conjunction
<i>v. i.</i> or <i>v. t.</i> ¹ . .	verb (i. or t.)	<i>interj.</i>	interjection

Proper nouns. We learned in Problem 16 that we could find the plural of nouns in a dictionary. We can also find whether a noun is common or proper. In any good dictionary recently published the common nouns begin with small letters, the proper nouns with capitals.

EXERCISE 1. Look up the following words in a dictionary and give the part of speech of each one. When they are nouns, indicate whether they are singular or plural, com-

¹ *v.i.* and *v.t.* are abbreviations for *verb intransitive* and *verb transitive*, which will be discussed in Problem 55.

mon or proper. Capitalize all proper nouns. You may arrange your paper in the form below.

Word	Part of Speech	Plural	Common or Proper
1. me	pronoun	us	_____
2. black	adjective	_____	_____
3. Atlas	noun	Atlases	proper

hound	which	hiawatha	although
dreamy	piano	calf	such
fast	brackish	gather	their
during	seraphim	addenda	dice
there	lose	loose	alas
indian	restlessly	regarding	loss

Diacritical marks. The *vowels* in the English alphabet are *a, e, i, o, and u*. (*y* is occasionally used as a vowel, but not in words that are sufficiently common to justify your bothering with it.) All the other letters are called *consonants*. The sounds of these vowels and consonants differ a great deal in words that you use. Pronounce the following words aloud, noticing the difference in sound of the pairs of letters in *italics*.

<i>ale</i>	<i>eve</i>	<i>ice</i>	<i>old</i>	<i>use</i>	<i>food</i>	<i>get</i>	<i>cat</i>
at	ever	it	odd	us	foot	germ	cell

When you look up these words in the dictionary, you find immediately after the respective words the following markings:

āl	ēv	īs	ōld	ūs	fōōd	gēt	kāt
ăt	ěvĕr	ĭt	ōd	ŭs	fōōt	jŭrm	sĕl

If you do not already understand these marks, the teacher will show you how to pronounce the various sounds by reference to the diacritical guide at the bottom of the

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page in your dictionary. The consonant sounds offer relatively few difficulties. You should drill on the vowel sounds until you can pronounce the common sounds accurately by consulting the guide word at the bottom of the page.¹

EXERCISE 2. After having carefully studied the use of the diacritical guide with your teacher, look up the following frequently mispronounced words and give their correct pronunciations. By way of review indicate the syllabication and accent. You may arrange your paper in the form below. Be ready to pronounce the words aloud in class.

Word	Pronunciation
1. again	â-gĕn'
2. Arab	ă'răb
3. roof	rŏof

bicycle	faucet	Italian	almond
tricycle	hood	hearth	plaid
radish	food	measure	since
poem	hover	aisle	aunt
thresh	wrestle	poor	New Orleans

EXERCISE 3. With the aid of your teacher make a list of words that are mispronounced in your locality. Look up these in a dictionary, and write out the correct pronunciations as in Exercise 2. In an oral drill in class give these words correctly used and correctly pronounced in original sentences. This drill may be repeated from time to time to correct flagrant mispronunciations. You may find some of the words you mispronounce in the following list, especially the first ten.

business	solemn	steady	calm	asked
children	apron	insect	palm	idea

¹ Teachers who prefer to use the symbols of the international phonetic alphabet will find them in Appendix D, p. 534.

heroine	for	shone	hurrah	none
factory	castle	ivory	strength	rind
finance	piano	lyceum	gratis	ticklish
financial	pianist	root	elm	Illinois
scared	height	syrup	whole	Latin
toward	Iowa	drowned	surprise	muskmelon
towards	several	sandwich	pumpkin	mushroom
salmon	mystery	often	market	kept
turnip	due	dew	governor	which
used (to go)	was	umbrella	whistle	grandfather

PROBLEM 28

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in Parts I-II.*

Review: Problems 11 and 12.

EXERCISE 1. Add to your list of individual errors any in this part that you know you have not yet entirely overcome.

EXERCISE 2. Review the statement of required knowledge at the head of this unit of work, and be ready to answer such questions as the following. If necessary, review Problems 11 and 12.

1. What are the requirements of your school for the arrangement of your themes?

2. What are the required standards of accuracy in your themes and letters?

3. Place upon the board or hand in on paper all but the body of a letter to a friend or relative.

4. Place upon the board or hand in on paper all but the body of a letter to someone with whom you are less familiar.

5. What are the uses of the capital?

6. Where are the following marks of punctuation used: the period, the comma, the colon, the question mark, the exclamation point?

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7. Make an acceptable definition of each of the parts of speech—noun, pronoun, adjective, article, verb, adverb, preposition, conjunction, interjection.

8. Give the rule about the possessive case of nouns and pronouns.

9. What can you find out about a word by looking it up in a dictionary?

10. What two special things can you learn about a noun?

EXERCISE 3. Capitalize and punctuate the following sentences, and give a reason for each capital and each punctuation mark that you supply.

1. where shall we go mother for the fourth of july

2. pikes peak the highest mountain in the united states is located in colorado

3. tell me through which states the following rivers flow: connecticut hudson delaware potomac tennessee ohio missouri and colorado

4. what is there about the mind that betrays itself in a persons face

5. general dawes and colonel smith were present at the inaugural

EXERCISE 4. Supply the correct capitalization and punctuation for the following sentences and give a reason for each capital and mark of punctuation that you supply.

1. fred where did you put that catchers mit

2. telemachus the son of ulysses did not have his fathers adventurous spirit

3. *through the looking glass* is not so good as carrolls *alice in wonderland*

4. achilles agamemnon menelaus and nestor were all present at the greek council of war

5. arnold planned suffered and valiantly fought for his countrys cause; then betrayed it.

EXERCISE 5. Write original sentences in which you have two examples each of the following:

the comma used in a series
the comma to set off a noun in apposition
the comma to set off a noun of address
the apostrophe with a noun not ending in s
the apostrophe with a noun ending in s

EXERCISE 6. Write above each word in the following sentences the abbreviation for its part of speech, thus:

a. a. n. adv. v. a. n. adv.
The old clock slowly ticks the hours away.

When we saw the poor old dog in his dirty kennel, we knew immediately that he was suffering from neglect and hunger. His ribs stuck out around him like yellow ropes. His backbone was knuckled like a fist. He was mangy, and filthy, and obviously full of fleas.

EXERCISE 7. In the following theme find and correct the errors that violate the requirements of Part II.

Sports In The Newspapers

We read about many different kinds of Sports in the Newspapers—football. Baseball soccer tennis polo swimming and golf. this is not all. there are many more—so many that it seems people would grow tired reading about them. Isn't it strange that they don't

I believe that baseball and Football are the most popular games, notwithstanding the large number of others. baseball our national sport is played by every real American boy. Both baseball and football are popular in schools and colleges. the Sporting stores make a great deal of money because of this.

Sports are even taken by Authors as subjects for stories. Boys like such stories better than girls, I think, but girls ready them too.

My favorite sport is boxing. I have a set of Gloves and always read everything in the papers about the big boxers like Dempsey Schmeling and Sharkey. There is going to be a boxing match at the Arena monday night. I am going.

EXERCISE 8. Continue to write letters and themes as often as the teacher suggests. In your letters watch especially the punctuation of the headings. In both letters and themes watch for errors of omission and repetition. Be sure that every sentence says what you want it to say.

EXERCISE 9. The teacher will dictate the following familiar letter. Can you write it without an error? Be ready with reasons for capitalization and punctuation.

13 Second Avenue
Freeport, Long Island
November 14, 1932

Dear Albert:

I have such a piece of news that I can hardly wait to get it down on paper. You know that when we two boys came over here for the summer, Uncle Jean gave us his almost new fishing lines and tackle. Well, yesterday Mr. Murch, the camp guide, told us that there was so slight a wind and the bay was so calm that he would take us out fishing for blackfish. He said there were too many of us for all to go, but we two were among the lucky ones.

Out in the bay we anchored where depth, rocks, and tide seemed favorable, and cast our lines. After a few minutes' wait, I felt a terrific jerk on my line, and it began to race through the water. What a grand and glorious feeling! I started pulling in at top speed, but even with the guide's help, I barely stopped the fish before he reached the rocks. At last, however, we hauled him in, and, by gosh, he was a beauty! Yes sir, five pounds and a quarter he weighed, as we found when we tried him later on camp scales.

I think that fish will get me the summer's fishing trophy, and I know he gave me the thrill of a lifetime.

Yours for as good a strike as this,

Bob

PART III

REQUIRED KNOWLEDGE AND ABILITY

In order to complete the work of this unit you must acquire the knowledge set forth below and attain the standards of ability required by your school. See pages 532-533. The material in ordinary type you have already mastered; that in bold-faced type is new.

I. THEME AND LETTER WRITING

1. Exact following of the regulations of the school for size and heading of paper, use of ink, title, margin, paragraph indentations, word division, and standard of handwriting
2. Conformity to accepted forms in letter writing
3. Papers with no more than four errors per hundred words in violation of the requirements for this unit in capitalization, punctuation, diction, grammar, sentence structure, and spelling, when use of dictionary is permitted

II. CAPITALIZATION

1. The capital is used
 - a. To begin a sentence
 - b. To begin a proper noun, or its abbreviation
 - c. To begin a word denoting rank, or a title, or its abbreviation when it precedes a proper noun
 - d. To begin each word in a title except articles, prepositions, and conjunctions
 - e. In writing the pronoun *I*

III. PUNCTUATION

1. The period is used
 - a. At the close of a sentence
 - b. After an abbreviation
2. The question mark is used after an interrogative sentence

3. The exclamation point is used
 - a. After an exclamatory sentence
 - b. After an interjection showing strong feeling
4. The colon is used after the salutation in a letter
5. The comma is used
 - a. To separate words or groups of words in a series
 - b. To set off from the rest of the sentence such a parenthetical expression as
 - (1) A noun of address
 - (2) A noun in apposition
 - c. To set off an introductory expression such as
 - (1) A word like *yes* or *no*
 - (2) **An adverbial clause coming first in the sentence**
 - (3) **A participial phrase coming first in the sentence**
 - d. **Before the conjunction in a compound sentence**
6. The apostrophe is used
 - a. To show possession, relationship, or connection in a noun, as follows:
 - (1) After a word not ending in *s* sound, add apostrophe and *s*
 - (2) After a word ending in *s* sound, add apostrophe only

IV. COMMON ERRORS TO BE AVOIDED

1. In diction, due to carelessness and confusion of meaning *anyways, anywheres, somewheres, nowheres; would of, could of, should of, might of; this here, that there; we was, ain't; he (she or it) don't; them things; to, two, too; learn, teach; lend, borrow; can, may; there, their; errors in verbs do, see, come, go, eat, run, know, write, throw*
2. In grammar and sentence structure, due to carelessness or ignorance of grammar
 - a. Omission of letters, syllables, words
 - b. Repetition of letters, syllables, words
 - c. Incorrect use of *a* and *an* before consonant and vowel sounds
 - d. **Misuse of phrase or clause for sentence**
 - e. **Comma or no punctuation for period at end of sentence**

V. GRAMMAR

1. The sentence
 - a. Kinds of sentences as to use: interrogative, exclamatory, declarative, and imperative; end punctuation of each
 - b. **Kinds of sentences as to form: simple, complex, compound, and compound-complex**
 - c. **Nature of phrase, clause, and sentence**
 - d. **Difference between principal and subordinate clauses; kinds of subordinate clauses**
 - e. **Subject and predicate—simple and complete**
2. Parts of speech, recognition of in simple constructions
3. The noun
 - a. Common and proper; use of capital with proper noun
 - b. Singular and plural
 - c. Possessive case, use of the apostrophe
 - d. Noun of address, set off by commas
 - e. Noun in apposition, set off by commas
4. The conjunction
 - a. **Subordinate, introducing adverbial clause**

VI. SPELLING AND USE OF THE DICTIONARY

- A. Ability in spelling
 1. To spell with 95 per cent accuracy all words **through Group 38** (See pages 512-517)
- B. Ability in using the dictionary
 1. To locate a given word
 2. To tell how it is spelled
 3. To give its syllabication
 4. To give its accent
 5. To give its meaning
 6. To give its part of speech
 7. To give the pronunciation of a word involving the various vowel and consonant sounds
 8. To tell whether a noun is common or proper; to give the plural of a noun

PROBLEM 29

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in Parts I and II.*

Review: The statement of required knowledge and ability at the head of Part II and any problems in Parts I and II that you then find you need to review.

These review exercises are just as important as the new work and should be done with careful attention. They prepare you to do the more advanced work better and more easily. If your grades in these reviews are low, you may be required to repeat some of the work.

EXERCISE 1. *Review of Knowledge.*

1. What are the five uses of the capital for which you are now responsible? Be ready to illustrate each one.
2. When is the period used? The comma? Illustrate each use.
3. What are the three end-punctuation marks? When is each one used? Illustrate.
4. Give a satisfactory definition of each of the eight parts of speech. Illustrate each one.
5. Explain the difference between the singular and plural numbers. Illustrate, using both nouns and pronouns.
6. What is the rule for the apostrophe? Write out four examples of each usage.
7. Define the noun of address and the noun in apposition. Tell how they are punctuated. Illustrate.
8. What can you learn about the word *nincompoop* by looking it up in a dictionary?

EXERCISE 2. (a) Rewrite the sentences below, putting in all needed capitals and punctuation marks. (b) Write over each word, except those italicized, the abbreviation

of the part of speech. Could you give the part of speech of each of the words italicized? (c) Number each change in capitalization and punctuation and give below the reason for each one.

1. general howe tried to get between washington and the hudson river *in order* to cut his communications

2. white plains *then* a small village was the scene of a stubbornly fought battle

3. general green general lee major magaw and mr hamilton were *all* in some way connected with the campaign above new york

4. the americans were forced to give *up* fort washington and fort lee and to retreat through newark elizabeth new brunswick princeton and trenton on the delaware

5. later in the same winter washington recrossed the delaware captured colonel rahls men at trenton and defeated general cornwallis forces at princeton

EXERCISE 3. Review the requirements for a theme and write one on a subject acceptable to your teacher. Make it absolutely correct if you can possibly do so.

EXERCISE 4. Review the requirements for the forms of different kinds of letters. The teacher may have you write one of these in class.

EXERCISE 5. The teacher will dictate the following letter to you. Try to write it correctly in every detail. Give the reasons for all capitals and punctuation marks.

110 Limerock Street
Camden, New Jersey
August 22, 1927

Dear Bob:

Your letter came just as we were starting for Lakehurst to see the *Los Angeles*. That trip gives me something to tell you about in return for your description of your fishing trip.

Father, mother, Fralia, George Mayhew, my cousin, and I

went together in George's car. When we arrived at Lakehurst, we drove right out to the hangar. The doors were open; so we went in. There was the great airship at home!

You can't imagine the size of the *Los Angeles* until you see it. It is enormous! You can get some idea of what it means to operate it when I tell you that its landing crew numbers 300 men, and its operating crew about 85. Guides showed us passenger car, motors, pilot's cabin, propeller, and so on, and we spent a lot of time just looking around the ship by ourselves. As we went out, we stopped to look at the doors, and a man told us that they are operated by electricity. It costs \$75, he told us, every time the doors are opened or closed. Gosh! It pays that ship to stay at home!

When are you coming to Camden to see us? We could have fun together.

Your friend,
Albert

PROBLEM 30

ERRORS COMMON IN SPEECH

Problem: *To learn to avoid a few errors especially common in speech.*

Review: Problems 2 and 13.

EXERCISE 1. See Problem 2, Exercise 1; and Problem 13, Exercise 1; and review the errors that you collected at that time. By the method suggested there, or by some other method more satisfactory to you and your teacher, choose the errors that are most commonly made by your group, select about the same number as before, and proceed to substitute correct habits for bad habits in the use of these words.

If you did not do Exercise 1, look over Exercises 2 and 3 below and *cross off all errors not made by your group*. Leave these numbers blank or fill them in with errors which the class agrees are commonly made in your locality.

There are no such expressions in English as *might of*, *could of*, *should of*, *would of*, and the like. These are careless mouthings for *might have*, *could have*, *should have*, *would have*, and so on.

Can I? means *Am I able?*

May I? means *Have I permission?*

I lend my knife to somebody; I borrow one from somebody.

EXERCISE 2. After omitting the sentences that deal with errors not made in your locality, select from the parentheses the correct forms to complete the sentences below.

1. We could (of, have) done that well ourselves.
2. (Can, May) I set this brush pile afire?
3. (Can, May) he lift three hundred pounds?
4. Will you (lend, borrow) me your red sweater?
5. Czarnecki might (have, of) got that fly if he had tried.
6. I should (of, have) asked him when he was here.
7. That experience certainly (learned, taught) me a lesson.
8. Look here, did you (trun, throw) that snowball at me?
9. When I counted, I had (written, wrote) four hundred words.
10. Gee, we might (o' knowed, have known) that he would strike out.
11. I (ran, runned) over a dog last night.
12. She has not (ate, eaten) an orange in weeks.
13. We had never (gone, went) so far before.
14. I never (see, saw) such a man for (eaten, eating) flap-jacks.
15. We (done, did) more of (them, those) sentences right than you did.
16. What's (this, this here) fellow's name who holds the golf championship?
17. We (was, were) sure that we would find him (somewhere, somewheres).
18. I (am not, ain't) so sure he (doesn't, don't) want it.
19. (Can, May) we go swimming this afternoon?

EXERCISE 3. After making the changes suggested above in the following sentences, correct them in class with the teacher. When you are sure of the correct forms, let one pupil make a sentence containing the same error as that in sentence 1 and call on another pupil to correct his sentence. The second pupil then makes a sentence and calls on someone else. (There is more fun in the game if there is competition between teams. See suggestions in Problem 2, Exercise 2.)

1. When he told me that, I could of punched his face.
2. Can I go to the office now?
3. He might of gone if he had kept his mouth shut.
4. John, will you borrow me your knife?
5. They couldn't learn him anything in school.
6. Ain't he the nice boy, though?
7. We can't go with you anyways. Mother won't let us.
8. It don't rain very often when we plan a game.
9. We was tired of hearing him grumble.
10. We should not like to have to take them examinations.
11. I ain't eat my supper yet.
12. Oh, a little snake like that couldn't of swallowed as big an egg as that one.
13. Mother, can Mary and I go to the movies to-night?
14. This here lesson is not so hard.
15. Do you suppose they would of went without us?
16. Who says he don't believe it?
17. They done that; we didn't.
18. I runs up to the corner and sees the fire engine coming down.
19. Ask Miss Angelo if I can borrow her dictionary.

EXERCISE 4. Listen to the conversation in your home, decide which are the most common errors made, and then have a bank on the table into which a penny or a nickel is dropped by the guilty one each time he makes one of these mistakes.

PROBLEM 31

SUBJECT AND PREDICATE

Problem: *To learn to recognize the subject and predicate in a simple sentence.*

Review: Problems 14, 15, and 20.

Four very common errors in the writing of high-school pupils are:

1. Misuse of a phrase or clause for a sentence.
2. Placing a comma instead of a period at the end of a sentence.
3. Omission of the comma after an adverbial clause coming first in the sentence.
4. Omission of the comma before the conjunction in a compound sentence.

In order to learn how to avoid these four errors, we shall have to learn a great deal about sentences. What we learn will also help us to overcome many errors that we shall study later. A knowledge of the sentence, like a knowledge of the parts of speech, is one of the walls in the foundation of good English.

Subject and predicate. Examine the following sentences:

1. Mary *laughed*.
2. The house *burned* down.
3. Both *have gone*.
4. The aviator *was killed*.
5. She *might have been* happy.

Notice that the words in italics in the sentences above are verbs. Another name for the verb in a group of words is the *predicate*, or *simple predicate*. Every sentence must have a predicate.

This verb, or simple predicate, we learned in Problem 20, makes the statement in a sentence. The word about which the statement is made is called the *simple subject*. Every sentence must have a subject.

You have already learned to recognize the verb or simple predicate in a sentence. The easiest way to find the subject is first to find the verb and then ask the question: *Who?* or *What?* Let us try this with the sentences given above.

1. *Laughed* is the predicate. Who laughed? *Mary* laughed. Then *Mary* is the subject.

2. *Burned* is the simple predicate. What burned? The *house* burned. Then *house* is the subject.

3. *Have gone* is the verb. Who have gone? *Both* have gone. Then *both* is the subject.

4. *Was killed* is the predicate. Who was killed?

5. *Might have been* is the verb. Who might have been?

Complete subject and complete predicate. The subject in any sentence that you have in this unit is likely to be either a noun or a pronoun. The simple subject is this noun or pronoun alone. The complete subject is the simple subject plus its modifiers.

The simple predicate is the verb alone. The complete predicate is the verb plus all its modifiers and complements. The complete subject and complete predicate usually constitute the whole sentence; consequently you can usually be assured that all the words in the sentence go with one or the other.

EXERCISE 1. Find the simple subject and simple predicate of each of the following sentences; then the complete subject and complete predicate. If you write out the sentence, underline the complete subject with a straight line, the complete predicate with a wavy line, then place a sec-

ond straight line under the simple subject, and a second wavy line under the simple predicate.

1. The dog barked.
2. The old dog barked loudly.
3. Gladys is ill.
4. Gladys is very ill.
5. The lamp was broken.
6. The old kerosene lamp on the shelf was broken.
7. Our car runs well.
8. Our car does not run very well.
9. We were happy.
10. We might have been happy.
11. People with plenty of money might have remained all summer.
12. The old desk is covered with green felt.
13. Julia is wearing an orange-colored dress.
14. The old building is no longer fit for occupancy.
15. The trolley car is being displaced in some localities by the bus and the automobile.
16. The Erie Canal was finished in 1825.
17. A good watch should last for thirty or forty years.
18. The eraser on my pencil has worn off.
19. The hedge looked fresh in the morning light.
20. A chattering English sparrow was sitting on the telephone wire just outside my window.

In each of the sentences in the previous exercises the complete subject came first, then the complete predicate. Very frequently, however, this isn't true. The predicate may come first, or the subject and predicate may be all mixed up in the sentence. In the examples given below, notice that in the first sentence of each pair the complete subject is followed by the complete predicate, as in the sentences in the first exercise. In the second sentence the order of words is changed entirely, but the subject and the predicate remain the same.

1. Three boys were in the canoe.
2. In the canoe were three boys.
1. The rider sped through the dark streets.
2. Through the dark streets sped the rider.
1. The boys were certainly being honest about it.
2. Certainly the boys were being honest about it.
1. He was expecting them at seven.
2. Was he expecting them at seven?

EXERCISE 2. For each sentence find the simple subject and simple predicate, then the complete subject and complete predicate. If you write them out, underline with a straight line the complete subject of each and put another straight line under the simple subject. Underline with a wavy line the complete predicate and put a second wavy line under the simple predicate.

1. John D. Rockefeller has given millions of dollars to the University of Chicago.
2. Where has Allan put his purse?
3. By giving away little steel boxes called book banks, the savings banks get many new accounts from children.
4. Can a book always be judged by its cover?
5. Very quietly Johnny had smeared jam all over his face and neck.
6. Did you go to the Sesquicentennial celebration in Philadelphia?
7. There were three drawers on either side of the desk.
8. For over one hundred years that old log house had stood at the corner.
9. A baby during its first two years of life has to learn a great deal.
10. Alone against the evening sky stood this gnarled but graceful elm.
11. With whom are you going to the dance?
12. Shall I close the window now?
13. Had all the candy been eaten by those boys?

14. Along the front of the dress were two rows of bright red buttons.

15. What have we caught you doing now, young fellow?

16. By looking at the sun he could tell the time of day almost exactly.

17. On the first limb sat the old brown bear.

18. Quietly beneath the overhanging bank lay a two-pound pike.

19. Have you ever consciously tried to attract somebody's attention just by looking at him?

20. The sullen waters now rolling mast-high broke from time to time in fiercely swirling whitecaps.

Compound subject and compound predicate. Frequently a simple sentence has more than one subject or more than one predicate.

John and Mary are coming to see us.

What is the predicate? What are the subjects?

In our English classes we read, write, and talk.

What are the predicates? What is the subject?

When a simple sentence has more than one subject, we call these subjects a *compound subject*. When a simple sentence has more than one predicate, we call these predicates a *compound predicate*.

EXERCISE 3. Write out the compound subjects and the compound predicates found in the following exercise. Be ready to tell the complete subject and the complete predicate of each sentence.

1. The river gradually rose and overflowed its banks.
2. Elizabeth laughed and sang all morning.
3. The boys and girls will attend the assembly this morning in separate groups.
4. Shall we hurry and get there ahead of them?

5. The home, the school, the church, and the press are the nation's chief educators.

6. The gallant Sir Launcelot and the peevish Sir Kay were both knights of Arthur.

7. The ghastly tales of horror by Edgar Allan Poe and the genial humorous essays of Charles Lamb form a striking contrast.

8. Miles Standish loved and trusted his friend, John Alden.

9. Victors and vanquished now love and cherish the same country.

10. Hawthorne and Poe wrote the best American fiction before the Civil War and are still much liked by discriminating readers.

11. Our room had been thoroughly cleaned by that best of all grandmothers and nicely papered by dad when we came home from our vacation.

12. He borrows but never returns.

13. Alice or Linda will have to go.

14. You must either go to the store or tend the baby.

15. Both hard work and considerable ability are needed to make a good architect.

16. Shorthand but not typewriting is offered by the school.

17. Old and young came and cooled themselves in the waters of the canal.

18. We admired but did not like our captain.

19. The waters of Niagara come prancing to the edge of the falls, thunder down the great precipice, and go tearing madly through the deep gorge.

20. They went into battle but never returned.

For other exercises see Problem B, Exercise 1; Problem 32, Exercise 1; Problem 34, Exercise 5.

For diagraming see Appendix A.

PROBLEM 32

OBJECTS OF VERBS AND OF PREPOSITIONS

Problem: *To learn to recognize the object of a verb and the object of a preposition.*

Review: Problems 20 and 22.

Object of the verb. Grammarians say that certain verbs express action; the subject of such a verb is the doer of the action; the object is the receiver of the action. In each of the two sentences below, the subject (the doer of the action) is in italics; the object (the receiver of the action) is in bold-faced type.

We saw the **mayor** yesterday.
I have a very good **camera**.

To find the object of a verb, first find the subject and predicate and then ask the question: *Whom* or *what*? Trying this method on the above sentences, we find that (1) *We saw* is the subject and predicate. We saw *whom*? We saw the *mayor*. Then *mayor* is the object of the verb *saw*. (2) *I have* is the subject and predicate. I have what? I have a *camera*. Then *camera* is the object of the verb *have*.

Object of the preposition. You will recognize the words *by*, *on*, *of*, *around*, as prepositions in the following sentence.

He was much pleased by the smiles on the faces of the little children around him.

The nouns and pronouns following the prepositions in this sentence are called *objects* of the prepositions.

But sometimes the object does not immediately follow its verb or its preposition. It is then a good plan to try changing the order of the sentence to see if you can discover the

object that way. Notice that the object is more easily recognized in the second of each of the pairs of sentences below.

1. What did you say?
2. You did say what?
1. Whom are you thinking about?
2. You are thinking about whom?

EXERCISE 1. Make a list of the nouns and pronouns used as objects of verbs or of prepositions in the following sentences, and show what each is object of. Watch for compound objects. You may arrange your paper in the form below.

<i>Object</i>	<i>Object of</i>
mayor.....	verb <i>saw</i>
camera.....	verb <i>have</i>
smiles.....	preposition <i>by</i>
faces.....	preposition <i>on</i>

1. We have a fireplace in our house.
2. We burn wood in it.
3. The boys cut the wood and store it in the wood shed.
4. A fire in the fireplace warms the house sufficiently in the spring and fall.
5. In the winter we run the furnace.
6. What do you burn in the furnace?
7. Do you have hot-air registers or steam radiators?
8. Many people prefer hot-water heat.
9. Which do you like best?
10. Yes, they sell the razors, but the blades they do not sell.
11. Whom was he asking for?
12. What shall I do to her now?
13. They were well acquainted with her, but him they had never seen.
14. To whom is he selling the property?
15. What did he sell it for?
16. Would you like to go with mother, Lillian, and me Saturday?

17. Put your books and papers inside your desk.
18. We like both Edgar and Margaret very much.
19. You may go with either Mrs. Johnson or Mrs. Sullivan.
20. Plan to be home by Saturday or Sunday.

EXERCISE 2. If your teacher thinks you still need practice, give the simple and complete subject and predicate of each of the above sentences.

EXERCISE 3. The teacher will assign certain pages in some book that you are using in class, from which you will select ten simple subjects, ten simple predicates, five objects of verbs, five objects of prepositions. Continue this exercise until you get at least 80 per cent of those that you choose correct.

EXERCISE 4. From the exercises in Problems C, D, and F select *all* simple subjects, all simple predicates, all objects of verbs, or all objects of prepositions, as your teacher may direct.

EXERCISE 5. Your teacher will dictate the following letter to you. Can you write it without an error? Be ready to tell the reason for each capital and punctuation mark.

59 Kenesaw Avenue
Rockport, Indiana
May 13, 1928

Professor C. S. Page, Dean
Hotledon College
Hotledon, Nevada

My dear Professor Page:

You have asked me to write you my reasons for choosing Hotledon College as the place for finishing my education. Of course I know that there are many colleges nearer home that I might have chosen, and that I could get nearly the same courses at any of them. The best reason I can give you for

choosing Hotledon is that it is my father's college, and that my father is the sort of man that I should like to be.

I have looked over carefully the literature you sent me and feel that, if I go to Hotledon, its courses will give me just what I want.

Very truly yours,
Arthur Stanley

For diagraming, see Appendix A.

PROBLEM 33

PREDICATE NOMINATIVE AND PREDICATE ADJECTIVE

Problem: *To learn to recognize the predicate nominative and the predicate adjective.*

Review: Problems 19; and 20, The Verb *to be*.

The predicate nominative. Some verbs do not take objects but are followed by subject complements, either predicate nominatives or predicate adjectives. Let us see what this means.

He saw the president.
He is the president.

In the first sentence *he* and the *president* are two different people. *President* is the object of the verb *saw*. In the second sentence he and the president are the same person. When a noun or pronoun thus follows the verb *to be* and is the same thing as the subject, we call it the *predicate nominative*. Never call it the object. *The verb to be never takes an object.* The italicized words in the sentences below are not objects; they are predicate nominatives.

That boy is my *cousin*.
It is *I*. Be not afraid.
That could not have been *he*.
Was your grade an *A*?

Memorize the rule: *The verb to be never takes an object.*
The predicate adjective. Compare the following sentences.

The black horse was Glen's.
Glen's horse was black.

In the first sentence the word *black* modifies or describes the noun *horse*; consequently it is an adjective. But the word *black* in the second sentence also modifies the noun *horse*. When an adjective thus follows the verb *to be* and modifies the subject, we call it a *predicate adjective*. The words in italics in the sentences below are so used.

I have been very *good* to-day, Mother.
You doubtless might have been much *better*, sweetheart.
Radio waves are *invisible*.

All these forms of the verb *to be* are called *linking* verbs because they each link a subject with a predicate nominative, which is the same thing as the subject, or with a predicate adjective, which modifies the subject.

EXERCISE 1. Make a list of all the predicate nominatives and all the predicate adjectives in the following sentences. Be ready to tell the subject and predicate of each sentence. A few of the sentences contain objects of verbs. Do not confuse them.

1. Alfred is now left end on the second team.
2. Charles has been the captain for two years.
3. James might have been captain this year if his marks had been satisfactory.
4. It was he, I am sure.
5. That problem must have been very difficult.
6. Mother is not very well to-day.
7. The speaker addressed the chairman very courteously.
8. It could not possibly have been she.
9. I shall never be a school teacher.

10. Who is this man?
11. The team elected its captain last night.
12. It may be Cagliostro.
13. He should have been more careful.
14. Was it I, do you think, Miss Jamison?
15. No, it was he, John Mason.
16. Could that have been Mr. Timmons?

Verbs of the senses. There is another group of these linking verbs that are followed by predicate nominatives or by predicate adjectives. They are the verbs *become*, *grow*, and the so-called verbs of the senses, *look*, *appear*, *seem*, *sound*, *smell*, *taste*, and *feel*. Many pupils are helped by simply learning this list of verbs by heart.

It cannot be said of these verbs, as it can of the verb *to be*, that they never take objects. They frequently do. But in deciding whether a word is predicate nominative or object of a verb, remember that the predicate nominative is the same thing as the subject; it is not the receiver of the action; it is not an object. The object is not often the same thing as the subject; it does receive the action. The predicate adjective is just the same with these verbs as it is with the verb *to be*. Your teacher may wish to call your attention to the fact that a rather common mistake is the use of an adverb form instead of the adjective form after these verbs of the senses.¹

Are the italicized words predicate adjectives, predicate nominatives, objects, or adverbs?

Ralph became very *pale*.
 Ralph became an *engineer*.
 The hat becomes *you* very much.
 The sick man grew *better*.
 The cook tasted the *soup*.
 The soup tastes *good*.

¹ See Problem 74.

EXERCISE 2. Write out the predicate nominatives and the predicate adjectives in the following sentences. Use the same form that you used for Exercise 1. A few of the sentences contain objects. Do not confuse them with predicate nominatives. When in doubt, try substituting the verb *to be* as shown in the first two sentences below.

1. He seems honest. (He is honest.)
2. Who became the leader in your group? (Who is the leader?)
3. In my dream you seemed to be he.
4. That dog smells a rat.
5. That perfume smells bitter. What is it?
6. The ice bag feels good on my head.
7. The Adamses grew sweet potatoes in that northeast cut last year.
8. We grew very tired before night.
9. He looks prosperous.
10. He looks shrewdly at you.
11. That sounds good. Is it true?
12. Mr. Enrico is certain of it.
13. Archy was office boy at Schirtler's this summer.
14. Blue becomes her better than yellow.
15. Doesn't that ice cream taste good?
16. She does not feel well to-day.
17. His story seemed very true.
18. He looks intelligent, almost human.

EXERCISE 3. Make a list of ten sentences, five of which include objects of verbs and five of which include predicate nominatives. The verbs in Exercise 2 above may be used with the predicate nominatives.

EXERCISE 4. Write a familiar letter to anyone you choose. Can you make this one humorous?

For diagraming, see Appendix A.

PROBLEM 34

THE PREPOSITIONAL PHRASE

Problem: *To learn to distinguish the prepositional phrase from the sentence, to recognize the object of a preposition, and—of less importance—to distinguish the adjective and adverbial uses of the prepositional phrase.*

Review: Problems 22, 19, 20, 21, 32.

EXERCISE 1. *Questions on Review.*

1. Name as many prepositions as you can.
2. What is a preposition? How is it used?
3. What is a prepositional phrase? Give two or three examples.
4. What do you mean by the object of a preposition? Give two or three examples, using pronouns as objects of your prepositions.
5. How is an adjective used? Give examples.
6. How is an adverb used? Give examples.

The prepositional phrase. Examine the following sentences.

The *corner* house belongs to Mr. Patrus.

The house *on the corner* belongs to Mr. Patrus.

Corner in the first sentence you will recognize as an adjective because it modifies the noun *house*. But the prepositional phrase, *on the corner*, has the same meaning and construction as the adjective *corner*; therefore we say that it is an adjective phrase or a prepositional phrase used as an adjective.

The airplane flew *swiftly*.

The airplane flew *with great speed*.

Swiftly you recognize as an adverb because it tells how the airplane flew. But the prepositional phrase *with great*

speed is used in the same way; therefore we say that it is an adverbial phrase or a prepositional phrase used as an adverb.

EXERCISE 2. In the following sentences find the prepositions, their objects, and the complete prepositional phrases. Tell what each phrase modifies and whether it is used as an adjective or as an adverb. You may arrange your paper in the form below.

Prep.	Object	Complete Phrase	Modifies	Used As
on	stairs	on the stairs	clock	adj.

1. The old clock on the stairs drew the attention of the visitors.
2. He struck the match and threw it into the powder.
3. The house with the cupola belongs to Mr. Anderson.
4. From the smokestack behind the building poured a cloud of black smoke.
5. A light fog hung over the meadows.
6. After next week you may have your desk in the front office.
7. On the front cover there was the picture of a duel.
8. The railroad tracks seem to come together in the distance.
9. The windows on this side of the building look clean.
10. The design on the calendar was a picture of their old homestead.

EXERCISE 3. Follow the same directions and use the same form as in Exercise 2.

1. Will you lend this to me?
2. He held that threat over us for two years.
3. The best house for them is the Tilden place.
4. That is too heavy for her.
5. Whom are you talking about now?

6. Yes, we are going with them.
7. With whom are you staying?
8. To whom were you talking?
9. This is just between you and me.
10. That book beside him on the desk is Milne's poems.

EXERCISE 4. Write ten sentences containing prepositional phrases. Have pronouns for the objects of the prepositions in the odd-numbered sentences and nouns for objects in the even-numbered sentences. Make about half of your phrases adverbial and half adjectival. Be ready to tell which kind each one is.

Phrase, clause, and sentence. A *phrase* is a group of related words that does not have a subject and a predicate. The phrases that we have dealt with so far have been prepositional phrases.

A *clause* is a group of words that does have a subject and a predicate.

A *simple sentence* is a sentence that contains only one clause.

EXERCISE 5. Study each of the groups of words below. (1) Tell whether it contains a clause or not. If it contains a clause, point out the subject and predicate. (2) Tell whether it is a simple sentence or not, and why. (3) If it is not a sentence, revise it so that it will be.

1. The crocus gives us our first suggestion of spring.
2. The violets and mayflowers follow soon after.
3. The purple iris makes a magnificent bouquet for Memorial Day.
4. The roses on the old rose bushes.
5. Most people like the tall hollyhock with its variety of colors.
6. For delightful freshness give me the old-fashioned morning-glory.

7. In the corner there by the petunia bed.
8. The zinnia, a hard, impudent, saucy youngster in the garden family.
9. The aphid, or ant cow, frequently does great damage to the tender new branches on the rose bushes.
10. The buds on the old rose bushes have blossomed, but those on the new ones are still waiting.
11. Petunias spread all over the flower bed.
12. Nothing is prettier than a large bed of portulaca.
13. A sprig of ivy will grow in a bowl of water.
14. The grape vine over there on the trellis.
15. Artificial flowers almost fragrant in their naturalness.

EXERCISE 6. An error that pupils occasionally make is to punctuate a phrase as though it were a sentence, beginning it with a capital and ending it with a period, as in some of those in Exercise 5. In the following groups of words, complete the phrases thus incorrectly written, making them into complete sentences. Leave the complete sentences as they are.

1. He got over the fence very quickly.
2. Under the board there above the door.
3. Upon our asking him over to our house for dinner.
4. Before five o'clock on Wednesday, the fourteenth of July.
5. Without hearing too much gossip about her neighbors.
6. The lines on this sheet of paper are not straight.
7. During the long tiresome hours in the prison cell.
8. Since coming to the City of Brotherly Love on the banks of the Delaware.
9. Concerning your letter received this morning regarding your new house.
10. From only three among the thirty-five present in this room.

For diagramming, see Appendix A.

PROBLEM 35

REVIEW OF THE SIMPLE SENTENCE

Problem: *To review and test knowledge of the elements of the simple sentence.*

Review: Problems 7, 25, 31-34.

EXERCISE 1. Complete the sentences below with the names of the proper parts of speech.

1. A ——— is the name of some person, place, or thing.
2. A ——— is a word used instead of a noun.
3. A ——— is the word that makes the statement in a sentence.
4. An ——— is a word that modifies a noun or a pronoun.
5. An ——— modifies a verb, an adjective, or another ———.
6. A ——— shows the relation between its object and some other word in the sentence.
7. A ——— joins two words or groups of words.
8. An ——— is a word that expresses sudden feeling.
9. A ——— or a ——— may be used as subject, predicate nominative, object of a verb, object of a preposition, or in apposition with any of these constructions. Another word that may be used to name either of these two parts of speech is ———.
10. A ——— is used as the simple predicate of the sentence.
11. A ——— may be used either as an adjective or as an adverb.

EXERCISE 2. (1) Rewrite the sentences at the top of the next page, putting over each word its part of speech. (2) Number the marks of punctuation, and below, after the corresponding number, give the reason for each mark. (3) Tell how each word in the sentence is used. If the teacher so wishes, diagram your sentences.

1. Mr. Pinto, the electrician, installed the lighting system in our house.
2. This boy with the weak constitution later became a man of great strength.
3. Whom shall we go with, Mother?
4. We studied our English and civics after supper.
5. They will come for Mother and me in their new car.

EXERCISE 3. Follow the same directions in the following sentences.

1. Alas, the old man was sent to the poorhouse.
2. At Thanksgiving time old-fashioned mince pie certainly does taste good.
3. Which book shall I read for this book report?
4. At the time of the Centennial Exposition in 1876 the typewriter and telephone were just coming into use.
5. At the Sesquicentennial in 1926 the radio and airplane were displayed to unexcited spectators.

Thus far we have dealt with simple sentences only. A simple sentence is a sentence containing one set of subjects and predicates. Again, a simple sentence is a sentence containing only one clause. You will understand better what this means when you can contrast the simple sentence with the complex and compound sentences in Problems 36 and 42. We have found that a simple sentence may include many elements and take many forms. Some of these are illustrated in the exercises below. It is important that you be able to distinguish any of these from the compound or complex sentences to be studied later.

EXERCISE 4. Using the form given, make a list of the simple subjects, simple predicates, objects of verbs, objects of prepositions, predicate nominatives, and predicate adjectives in the following sentences. Be ready to tell the part of speech and construction of each of the other words.

Subject	Predicate	Object	Object of Preposition	Predicate Nominative	Predicate Adjective
Mr. Pinto boy	installed became	system	house constitution strength	man	

1. The sun is shining.
2. George made a little boat.
3. Bertha spilled ink on the carpet.
4. Ralph was our secretary.
5. New York and Chicago are the largest American cities.
6. Who brought the saxophone?
7. They all laughed at his awkward manner.
8. Mr. Pratt, our neighbor, has just mowed and watered his lawn.
9. The girls seemed cool and happy.
10. Over the fields and hills they wandered together.

EXERCISE 5. Same instructions as in Exercise 4.

1. Fruit and vegetables were bought and sold by Mr. Williams.
2. Mr. Williams and his partner bought and sold fruit and vegetables.
3. The varnish on the floor in the hall is still wet.
4. Mrs. Alexander is either president or vice-president.
5. Why did you not accept his apology?
6. Above the noise of the storm could be heard the wail of his violin.
7. Whom did you see at the Stribblings', Mother?
8. Send Jean and him to me immediately.
9. Ask your father for the car.
10. Deliver this order to Mr. Simson, the paper hanger.

EXERCISE 6. Point out the simple subject and the simple predicate of each of the sentences in the following selection. Give the part of speech and the construction of each of the italicized words.

Mammoth Cave is *one* of the great wonders of *America*. It is located near *Glasgow*, Kentucky. The main entrance is a long *gallery* gradually sloping down *till* the rocks close overhead. Visitors may take any of four different *routes* through the caves. One route includes a *trip* on the Green River, which here flows far underground. The guide points out that the fish in the river have become *blind* because they have no use for their eyes in this dark abode. The songs and halloos of the tourists, as they float mysteriously along in their crude boats, reëcho *strangely* about the cathedral-like vaults. Weird shadows crawl *about* among the high rocks, thrown by the torches that visitors carry. It is all a ghostly sort of a world that I, who have been there, think I shall never forget.

EXERCISE 7. Your teacher will dictate the following passage to you. Can you write it without an error? Be ready to tell the reason for each capital and punctuation mark.

We boys have found Mr. Brown, the new scout master, a very good scout indeed. He is easy to get along with, but not too easy. When all the troops' masters met with the scouts the other day, Mr. Brown was one of only two who seemed to be the boys' real friends.

PROBLEM 36

THE COMPLEX SENTENCE

Problem: *To learn the nature of a complex sentence. To improve further the ability to recognize phrases or clauses misused as sentences. To learn to avoid such errors in your own written work.*

Review: Problems 31, 34, 35.

Boys do not need to be told the wheel base, horse power, and style of body in order to recognize their favorite kind of car. Girls do not need to know the height, weight, and color of hair and eye to recognize their favorite movie

star. Some things we learn to know, not by having them carefully defined for us, but by seeing them often and thinking their names as we see them. This is frequently true in grammar, and nowhere more true than of the nature of the sentence, the principal clause, and the subordinate clause. Most of you will probably learn more quickly by merely reading the explanations to get the general ideas, and then going immediately to the exercises; others will learn better by very carefully studying the distinctions first. All will have to understand these distinctions in order to do the advanced work.

Definitions. A *phrase* is a group of related words that does not have a subject and a predicate.

A *clause* is a group of words that does have a subject and a predicate.

An *independent* or *principal clause* is a clause that makes sense standing alone.

A *subordinate clause* does not make sense standing alone.

A *simple sentence* is a sentence containing just one clause; that clause is independent.

A *complex sentence* is a sentence containing one independent or principal clause and one or more subordinate clauses.

The simple sentence. The sentences below are all simple sentences because each contains but one clause, or but one set of subjects and predicates.

Fire burns.

The house on the corner belongs to Mr. Patrus.

June and I are becoming very expert in making flowers.

On the corner is a phrase because it has no subject and no predicate. *In making flowers* is also a phrase because it has no subject and no predicate.

The complex sentence. The following is a complex sentence.

The old organ grinder who comes by our house always plays "O, Sole Mio" before he leaves.

Here we have three clauses or three sets of subjects and predicates:

The old organ *grinder* always *plays* "O, Sole Mio"
who comes by our house
before *he leaves*

You can tell that the first is the principal clause because it makes sense standing alone. It might be a simple sentence. *Who comes by our house* would make sense if it were an interrogative sentence, but it is not an interrogative sentence, and it makes no sense as it stands. If someone were to say the words to you without a questioning tone of voice, you would think, "What the deuce is he talking about?" Likewise, *before he leaves* makes no sense standing alone, and is therefore a subordinate clause. Because this sentence has a principal clause, and one or more subordinate clauses, it is called a *complex sentence*.

Recognizing the subordinate clause. You can usually tell a subordinate clause by the fact that it begins with a subordinate conjunction (see list on page 104) or with one of the words *whom*, *whose*, *who*, *which*, *what*, or *that*.

Every sentence does *not* need a subordinate clause. Why?

Every sentence *does* need an independent clause. Why?

One independent clause all alone makes a simple sentence. Why?

One subordinate clause all alone *cannot* make a sentence and should never be written as though it were one. (See footnote, page 155.)

A principal or independent clause and one or more subordinate clauses make a complex sentence.

EXERCISE 1. With the above ideas in mind classify the following groups of words as simple sentences, complex sentences, and mere subordinate clauses that are not sentences at all. Make these last into complex sentences by combining a principal clause with each of them.

1. The clutch does not work well.
2. You may sing if your cold gets better.
3. Who gave him the golf clubs?
4. Where is the bottle from which we fill our inkwells?
5. Just as he was running to third base.
6. Which had nothing whatever to do with the question.
7. They were all talking about the speaker's personal appearance.
8. The pencil sharpener is on the window sill.
9. Why do almost all of the books which we use look like school books?
10. When once you recognize a sentence when you see it.
11. Fifty per cent of your errors will disappear.
12. My pen suddenly started to leak at every joint.
13. We could not imagine what had happened to him.
14. Where shall we leave your notebook when we are through with it?
15. The new high-school building cost over a million dollars.
16. It is one of the most beautiful buildings in the state.
17. Although it is not centrally located, the trolley and bus service is very good.
18. Which of the two girls do you think is the prettier?
19. Who shall I say called?
20. Wherever she went that little lamb came toddling after.

EXERCISE 2. With the sentences below, follow the same instructions as for Exercise 1. You may find some of the sentences difficult.

1. There are many clubs in a large high school.
2. These clubs give excellent training and much pleasure to the pupils who take the most active parts in them.

3. Some of the clubs that are to be found in a great many large schools are a public-speaking club, a debating club, a dramatic club, a science club, a mathematics club, one or more language clubs, a history or civics club, and a writers' club of some kind.

4. If the school day is short and the building is free during the afternoon, such clubs usually meet in the school building.

5. The clubs in some schools, however, meet in the homes of the members on Friday or Saturday evenings.

6. Which adds a pleasant social touch to the life of the club.

7. Some good societies have rapidly degenerated into mere social clubs after they have begun to mix too much social pleasure with their work.

8. Which does not seem at all necessary, because both work and pleasure may be profitably mingled in the activities of an organization.

9. The writers' club may be a press club, a short-story club, a poetry club, or a scribblers' club, which last may encourage any sort of original writing.

10. A dramatic club appeals greatly to those who are interested in plays.

11. If you keep up-to-date on the questions of the day and like to argue, the debating club will appeal to you.

12. Because the modern boy is interested in motors and radios, and thus in all gas engines and electrical devices in general, he likes to get into a club that deals with these things.

13. Which will be one of the science clubs.

14. Many boys and girls write poetry but show it to very few people.

15. Perhaps because into their poems they put their finest thoughts, and they do not like to cast their pearls before swine.

16. The Spanish club improves one's ability to speak the language and interests one in the life of the Spanish-speaking peoples.

17. The nature club offers many activities that one may continue after one has graduated from school.

18. Such things as the study of birds, flowers, trees, and rocks.

19. Do you know what a philatelic club is?
20. Every pupil should be in some club unless his club work would cause him to neglect his studies unduly.

EXERCISE 3. Write twenty sentences in which the odd numbers shall each include a subordinate clause containing *who*, *whom*, *whose*, *which*, *what*, or *that*; and the even numbers shall each include a subordinate clause containing one of the subordinate conjunctions on page 104.

EXERCISE 4. Many complex sentences contain two or more subordinate clauses. Point out the subordinate clauses in the following sentences. The principal clauses in some of these sentences will not make sense standing alone. (See Problems G and H.)

1. When that old rooster struts about the barnyard, he looks as if he owned the place.
2. If we can sell our melons at a good figure this year, we are going to buy that knoll that mother has wanted so long as a place on which to build our new house.
3. We could not decide what we were going to do with the money when we got it.
4. What we were going to do with the money when we got it was a question that we could not decide.
5. That the dog had hydrophobia was obvious to the veterinarian as soon as he saw it.
6. If Tull does not finish repairing the mowing machine that I told him about before it is time to eat, give him his dinner and ask him to stay until he has finished that job and the one you wanted done on the milk separator.
7. The speaker who was here yesterday said that nothing is worth having that is not worth working for.
8. Our friend Neff, who has been roaming about the country this spring wherever his fancy led, was arrested yesterday because he was a violator of the vagrancy laws that had been passed in New Hampshire.

9. Do you know that the thermometer that is hanging by the garage door registers three degrees below zero this morning?

10. When you are perfectly confident that you will succeed, when you know you cannot fail no matter what may happen, then is the time to guard your trenches most carefully.

EXERCISE 5. Find all the complex sentences on two pages of some book you are using. How many dependent clauses do they contain?

EXERCISE 6. Write ten sentences, five of which contain at least two subordinate clauses each, the others at least one.

For diagraming, see Appendix A.

PROBLEM 37

FRAGMENTS MISUSED AS SENTENCES ¹

Problem: *To learn to recognize and avoid the misuse of the phrase or clause for a sentence.*

Review: Problems 35 and 36.

Every sentence must contain an independent or principal clause. Get that idea firmly fixed in mind and you may be saved a great deal of trouble. A group of words that does not include an independent clause we shall call a *fragment*, because it is only a piece of a sentence. A prepositional phrase may be a fragment. A subordinate clause may be a fragment. Other groups of words of which you may not yet know the names may be fragments. A fragment of a sen-

¹ Many noted writers are now using the fragment with telling effect. The fragment as a mode of expression has in all probability come to stay. But because high-school pupils use it so blunderingly, it is well that they first learn to avoid it entirely. When they have rid their writing of the fragment as an error, they may, with the consent of the teacher, try using the fragment as a conscious effort at greater effect. They may place a star in the margin before each fragment that they write to indicate conscious use of the construction.

tence should not be written as though it were a complete sentence; it should never be begun with a capital and closed with a period, an exclamation point, or a question mark.

EXERCISE 1. Let the sentences that are complete sentences stand as they are; change the fragments to complete sentences; try to tell whether each fragment is a phrase, subordinate clause, or some other group of words that you have not yet studied.

1. Inasmuch as the train had not yet arrived.
2. We went for lunch into the station restaurant.
3. Unless he makes too many errors in his paper.
4. Which they had no fear would happen.
5. The old clock that had stood by the stairway ever since he could remember.
6. Once when we were all going out camping for a week or two along the river.
7. What shall we do when we have finished this exercise?
8. Wherever you find civilization you find a salmon can.
9. Since the day we became an independent nation.
10. As soon as Cornwallis surrendered at Yorktown.
11. Two ill-bred flappers who had never been invited to our party.
12. Afterwards when it came time to serve refreshments.
13. Whom shall we send after the Munsens?
14. In order that we may learn to avoid writing a fragment of a sentence as though it were a complete sentence.
15. Where there were a great many towering oaks.
16. Although we had to wait until Mother finished the cake which she was baking.
17. Just the sort of thing that you would expect him to do when he is under the influence of liquor.
18. Not a single time during the whole month that we were trying to find out which ship my grandfather had come over in.
19. We did not buy the boat that Mr. Stevens had for sale.
20. Because we thought it was too expensive.

EXERCISE 2. Point out the fragments misused as sentences in the following groups of words. Tell, if you can, whether each is a phrase, clause, or some other group of words that you have not yet studied. Let the complete sentences stand as they are. Complete or in some other way revise those that need revising.

1. You take the sloop up the bay and get rid of the oysters. While I stay here and watch the beds.

2. At last the triumphant hero returned with his bride to Malta. Where a splendid reception awaited him, arranged by the friends of the bridegroom.

3. As we advanced up the stream our wee craft seemed to emit her steam in leisurely puffs. As one puffs one's cigar in a contemplative walk through the forest.

4. It was not mere breath that this preacher uttered; his words were the words of life.

5. He spoke evenly and almost cheerfully of my career. With every now and then a reference to the lost ship or the treasures it had brought to Aros.

6. Then conversation began. The hunters sitting with knees at their chins and heels tucked under their haunches.

7. That desert tribe certainly could not overcome us here. However much they might wish to get possession of our water supply.

8. Christina said that she was unhappy about her mother. Whose health had not been very good of late.

9. As the days went forward, he passed from one extreme to another. Now pluming himself on the strength of his determination, now despising his timid and silly caution.

10. Silence spread. The same silence that precedes the sunrise.

11. He looked away from his enemy to see his grandmother standing on the porch. Wiping her hands on her apron.

12. There is really not much use in using slang. Unless you can express yourself more forcibly by using it.

13. She went back hurriedly into her room and stood still in the middle of it. Hardly able to breathe.

14. The lawyer stood a while when Mr. Hyde left him. The picture of disquietude.

15. Round the corner from the by-street, there was a square of ancient, handsome houses. Now for the most part decayed from their high estate and let in flats and chambers to all sorts and conditions of men.

16. Suddenly his sword went up and back, as if to smite straight down upon my skull. Which was, indeed, a ready mark for it.

17. We crouch in the bottom of the trench and remain doubled up. While the place where we are is lashed by a shower of little fragments of iron.

18. A hail of iron is now pouring over us. Hacking terribly at the atmosphere and sky, scraping and skimming all the plain.

19. We can make out far on the left a gray line, which is composed of human beings. Who have emerged from the hollows and are moving over the plain in the horrible face of this flying firmament.

20. After several stumbles over knapsacks and legs stretched out in all directions I make my way out of the dugout and find myself in the open air. Half awake and dubiously balanced, assailed by the black and bitter breeze.

EXERCISE. 3. Copy the following exercise so that the sentences will be correctly divided. Be ready to give the reason for each change that you make.

A phrase or a subordinate clause written as a sentence is sometimes called a fragment of a sentence. The use of a fragment for a sentence is a common error. Found in the themes of high-school pupils. It is an error. Which should be most carefully avoided. Do you ever make this error? When you write original compositions?

You may gradually overcome this mistake. If you make it. By watching very carefully while you write. By reading over your paper after you have finished it. By helping to correct other pupils' themes. A knowledge of the difference between

principal and subordinate clauses may also help. If you use the knowledge. After you get it. But nothing in the world will prevent you from making habitual errors. Unless you really want to write correctly. And try very hard.

If for one whole year every time you write a paper. Whether in English or in some other subject. You will try to do it exactly right. You may find that writing correctly is as easy as dressing correctly. After that, you may not have to think. About correctness. Your sentences will be correct. From habit.

EXERCISE 4. Copy the following selection, being sure that there are no errors in sentence structure.

A crisis had now arrived. Up to this minute the angry feelings between England and America might have been pacified. England had but to stretch out the hand of reconciliation. Acknowledging that she had hitherto mistaken her rights. And would do so no more. Then the ancient bonds of brotherhood would again have been knit together. As firmly as in old times. The habit of loyalty, which had grown as strong as instinct, was not utterly overcome. The perils shared, the victories won in the Old French War were unforgotten yet. England was still that beloved country. Which the colonists called their home. King George was still revered as a father, though he had frowned upon America.

EXERCISE 5. Write a theme or a letter, on a subject satisfactory to your teacher, using a reasonable number of subordinate clauses beginning with *who*, *whom*, *whose*, *which*, *what*, or *that*; or with some of the subordinate conjunctions on page 104. Ordinarily pupils in the lower grades of high school write about half as many subordinate clauses as they have sentences in a theme. Be sure no phrase or subordinate clause is written as though it were a sentence.

For grading, let one or more of your classmates read your paper, placing their names in the margin opposite errors to which they call your attention.

PROBLEM 38

THE ADJECTIVE CLAUSE

Problem: *To learn to recognize and use the adjective clause.*

Review: Problems 19, 34, and 36.

You can recognize an adjective, and you have had some practice in recognizing a prepositional phrase used as an adjective. You also know a subordinate clause when you see one. In this lesson we shall learn that some subordinate clauses modify nouns or pronouns in exactly the same way that adjectives and adjective phrases do. Since certain investigations have shown that high-school pupils do not use as many adjective clauses as are used by adults, we shall also try to learn to use more such clauses in our writing.

The *corner* house belongs to Mr. Patrus. (adjective)

The house *on the corner* belongs to Mr. Patrus. (adjective phrase)

The house *that is on the corner* belongs to Mr. Patrus. (adjective clause)

Notice that the adjective clause is used exactly as the adjective and the adjective phrase are used.

The adjective clause usually contains one of the relative pronouns, *who*, *whom*, *whose*, *which*, *what*, or *that*. Often when these words are not expressed they may be implied, as in the sentences below. But all clauses containing these words are not adjective clauses; so these words will not always help you.

The girl he saw yesterday is Gertrude's cousin. (whom)

The statue we saw last week in New York is a lovely thing. (which)

EXERCISE 1. Find the adjectives, the adjective phrases, and the adjective clauses in the following sentences. If any of the phrases or clauses are incorrectly written as sentences, correct them. Although it is of much less importance, you might try to tell what each modifies, for we can never be sure that a clause is an adjective clause unless we know the noun or pronoun that it modifies.

1. He is a very green youngster.
2. He is a youngster with very little experience.
3. He is a youngster who has had very little experience.
4. The man with whom she is going has a sedan.
5. The boat at the wharf is one of Mark's.
6. The guide whom we wanted was off on a trip to Halifax.
7. We consulted the thermometer that hung by the door in our room and found that the temperature was just 90 degrees.
8. Mother does not want to start us on music that is too difficult for us.
9. Next came the turn of Miss Erlanson, who had never used a bow and arrow before.
10. Who are the people across the street?
11. They could hardly appeal to Mrs. Knott. Whose hospitality they had so often refused.
12. The man on the bench there used to drive the old horse car that they have on exhibition.
13. Napoleon was called the man on horseback.
14. The village we saw at the head of the bay has been captured by a force of infantry.
15. Do you remember the girl we saw with him? That was his mother!
16. Nobody seemed to know the guide for whom we had been told to ask.
17. The river they had to cross was badly swollen by rains that had fallen during the night.
18. During the second week of our stay with Grace we all went down to her bungalow at Short Beach. Where we met the friends of Mrs. Neuschafer, whom I have already written you about.

19. The Hindenburg line was broken by a combined drive of all the allies. Whose bombardment of September 26 from the Belgian coast to Switzerland was the heaviest during the whole War.

20. The pole that we put up was not strong enough to support an aerial that was long enough to reach all the way from the house.

EXERCISE 2. Write ten sentences in each of which you have at least one adjective clause.

EXERCISE 3. Find the adjective clauses on two pages of some book you are using in class.

EXERCISE 4. Write a theme in which you use a reasonable number of adjective clauses. Just for practice you may use a great many more than the number ordinarily used, which is about one in every seven or eight sentences.

EXERCISE 5. Write the following letter from dictation. Explain the reasons for all capitals and punctuation marks.

46 Broadway
Bedford, Maine
February 29, 1932

My dear Charlotte:

This is just a note to give you my best wishes for your birthday, of which I was reminded when I looked at the calendar this morning. A birthday that arrives only once in four years doesn't come often enough, does it? I like birthday cakes, presents, and parties so well that I should hate to get them so seldom. Anyhow you ought to have four times as many presents to-day, so here's wishing you luck!

You will receive my small contribution soon. It is to be Alfred H. Bill's *Alas, Poor Yorick!*

Ever sincerely yours,
Vera

For diagraming, see Appendix A.

PROBLEM 39

THE ADVERBIAL CLAUSE

Problem: *To learn to recognize and to use adverbial clauses.*

Review: Problems 21, 23, 34, 36, 38.

The adverb modifies a verb, an adjective, or another adverb. The adverbial phrase is used in exactly the same way. A subordinate clause may also be used as an adverbial clause. It practically always modifies a verb. Notice the three sentences below.

Mary was walking *very rapidly*. (adverbs)

Mary was walking *with great speed*. (adverbial phrase)

Mary was walking *as if she were in a great hurry*. (adverbial clause)

An adverbial clause almost always begins with a subordinate conjunction and usually answers one of the questions *when, where, why, how, or how much*. The list of subordinate conjunctions that frequently introduce adverbial clauses is given below. The clauses that they introduce answer the questions in the second column. The kinds of clauses are given in the third column.

Common Subordinate Conjunctions	Answer Question	Kinds of Clauses
before, after, until, while, since, when, whenever, as soon as	when	time
where, wherever	where	place
because, since, lest, inasmuch as, in order that, for	why	{ cause purpose result
as if, as though	how	manner
as much as, more than, less than, as...as	how much	degree
if, unless	on what condition	condition
though, although	concession

EXERCISE 1. Point out the adverbs, adverbial phrases, and adverbial clauses in the following sentences. Notice that whenever an adverbial clause comes first in the sentence, a comma follows it. You may try to tell what each clause modifies.

1. Edna had returned at noon.
2. She is now in the garden.
3. After the game was over, we did a snake dance around the field.
4. She came smilingly into the room.
5. She came into the room with a happy smile upon her face.
6. She came into the room while she was still smiling happily.
7. When a group of critics cheer, the play must be very good indeed.
8. After they had finished their swim, they lay on the sand in the warm sunshine.
9. Because he had put so much money into financial ventures that had turned out disastrously for him, he was now very poor.
10. From the very first, when I saw him associating with the crowd that hung around the Eagle's Nest, I suspected that he would be a disappointment to those who had given him money for his education.
11. Since she was kind enough to give it to me, I guess I had better wear it.
12. The next tribe they encountered was the Delawares, who, when they were treated fairly by the whites, were perfectly trustworthy in their dealings.
13. I am sure the boat was stolen, for I saw it riding safely at anchor after the storm was over.
14. Mr. Wadell read his newspaper in the kitchen while we were visiting his family in the living room.
15. You may go over to your Aunt Cord's to-morrow if you finish your dress to-night.
16. The engine stopped dead just as we were in the middle of the stream.

17. We shall have to come home at ten so that Mother can get to bed early.

18. They suspected Cupid, who, when nothing more interesting was at hand, did not consider even such a country lass beneath his attention.

19. Wherever he went and however much he might try to forget her, her image followed him, now like a divine light promising him everything, now like a cloud shutting out the sun of his happiness.

20. Since we have never read the book that is the subject of discussion, do you think that any of us is in a position to condemn it?

EXERCISE 2. Write ten sentences in which you have at least ten adverbial clauses.

EXERCISE 3. Find all the adverbial clauses on two pages of some book that you are using in class.

EXERCISE 4. Write a theme in which you use a reasonable number of adverbial clauses. Be sure that no phrases or subordinate clauses are misused as sentences.

For diagraming, see Appendix A.

PROBLEM 40

PUNCTUATION OF THE ADVERBIAL CLAUSE

Problem: *To learn to punctuate the adverbial clause when it comes first in the sentence or when it comes before the verb in the principal clause; to practice recognizing fragments misused as sentences.*

Review: Problems 19, 21, 36, 37, and 39.

Adverbial clauses modify verbs, adjectives, or other adverbs; they usually begin with such subordinate conjunctions as those on page 163; they should never be written as though they were complete sentences.

The comma after the adverbial clause. When an adverbial clause comes before the verb in the principal clause, it is set off by a comma. Another statement of the same rule less widely applicable but easier to remember is: When an adverbial clause comes first in the sentence it is set off by a comma. Notice how these rules apply to sentences that follow.

While we were getting ready to go out in the motor boat, Miss Reitter came in with the news of the accident.

If you want to be absolutely certain of the time, carry a reliable watch.

The gum trees along the edge of the woods, as soon as the frost struck them, turned a brilliant red.

For the present you need not punctuate an adverbial phrase coming first in the sentence, nor an adverbial clause coming after the main verb. These will be taken up much later in Problem 91. Do not forget that an adverbial clause is not a sentence and should not, therefore, be written as one.

EXERCISE 1. Put a comma after every adverbial clause that comes before the main verb in the following sentences. If any of them are incorrectly written as though they were sentences, correct them.

1. In order that they might determine which was the fastest sloop on the Chincoteague Bay the owners of the various boats held a race at Franklin City.

2. Since the event had been well advertised and the crops were all laid by an enthusiastic crowd had gathered for the occasion.

3. Although most of the spectators were men who followed the water for a living there were many farmers gathered about on the piers and on the boats that were not in the races.

4. After they had tried three times for a successful start the gun was fired, and the race was on.

5. Because the wind was from the southeast the boats had to tack frequently on the outbound course.

6. For an inexperienced observer when boats are tacking like this and are at a great distance it is difficult to know who is ahead.

7. While they were rounding the stake somewhat in the lead stood the *Vixen* with the *Callomay* a close second.

8. As soon as they had got well started on the home course a spanking breeze blew up from a little farther to the east.

9. Since the *Callomay* carried a great deal more sail than the *Vixen* she seemed likely to overtake her rival.

10. The crowd wanted the *Vixen* to win because she had been built by Captain Sharpless of Franklin City.

11. As they came flying in over the whitecaps they looked like great white birds.

12. When at one time the *Vixen* succeeded in taking the wind of the *Callomay* a great shout went up from the spectators on the piers.

13. Because the *Callomay* carried more sail she finally passed the sloop that was the favorite of the crowd.

14. At a moment when the crowd had become discouraged in the belief that the *Vixen* would be defeated, she suddenly ran up a flying jib, which she had kept as a surprise in a tight squeeze.

15. With this additional sail she was able to hold her own.

16. As they neared the end of the race the *Vixen* was a little behind, but had the wind.

17. Just as they crossed the mark the *Vixen* nosed out ahead, and the crowd went home happy.

18. Since those old days when the waters along our eastern shores were dotted with graceful sails the chugging motor boat has been invented.

19. To-day if you visit Franklin City or Chincoteague you will find almost no sailboats on the water.

20. Although the motor boat is much more convenient, much more speedy, and requires fewer men to handle it some of us feel that when the sailboat disappeared something beautiful passed away from the earth.

EXERCISE 2. Write and correctly punctuate ten sentences in each of which an adverbial clause comes first or at least before the main verb in the sentence.

EXERCISE 3. Find all the adverbial clauses on two pages of some book you are using in class. Notice which ones are set off by commas. Try to tell why the commas are used. Has the length of the adverbial clause anything to do with whether a comma is used? (Until you have studied Problem 91 you will not be able to explain all of them.)

EXERCISE 4. Write a theme in which you use, and properly punctuate, as many adverbial clauses as may sound good to you. You will probably not want to use more than one for every three or four sentences.

★**Adverbial phrase and adverbial clause.** Remember that a phrase is a group of words that does not contain a subject and a predicate; a clause is a group of words that does contain a subject and a predicate. The adverbial clause coming first in the sentence is set off by a comma. The adverbial phrase coming first in the sentence usually is not set off by a comma unless it is quite long.

There are a few words that are sometimes used as prepositions to introduce phrases and sometimes as subordinate conjunctions to introduce clauses. The most common of these are *before*, *after*, *until*, *till*, *since*, *for*. How are they used in the following sentences?

He came *after* we had gone.

Harry came *after* us *before* ten o'clock.

For two cents I'd give you a licking.

EXERCISE 5. Tell whether the words italicized below are used as prepositions to introduce phrases or as subordinate conjunctions to introduce subordinate clauses. Punctuate the sentences.

1. *After* dinner we shall go down town shopping.
2. *After* we have had our dinner we shall go down town shopping.
3. *Since* last Sunday he has not seemed very well.
4. *Since* Jenkins will not play the game will have to be postponed.
5. *Until* you can learn to behave yourself like a gentleman you will be forbidden the privileges of this club.
6. *For* nine days they had not had a thing to eat.
7. *Before* you ask Mr. Williams where he got his dog you had better be sure that it is his dog.
8. *Before* eight o'clock all the little ones were asleep.
9. *Before* Tom O'Connor moved up on our street Stanley did not have anyone his own age to play with.
10. Certainly there is no reason to suppose that George was connected with Burr's treasonable activities *for* he had never known the man.

EXERCISE 6. Copy the following exercises from dictation. Explain capitals and punctuation marks.

When I was ten years old, my father began giving me an allowance. If I wanted certain toys, sports, clothes, and so on, I had to buy them with my money, Father still paying for things that were essential, such as food, schoolbooks, and necessary items of clothing. In this way I learned a great deal about planning how to spend money. If it hadn't been for this training, I might have had to give up going to college when my father died.

After a half-century of service the old Trenton Post Office will be officially closed tonight, and the new building at East State and Carroll Streets will be formally opened to the public Monday morning, according to an announcement of Postmaster Charles H. Updike. The front doors of the old building on East State and Montgomery Streets will be closed at 10 o'clock tonight.

PROBLEM 41

THE PARTICIPIAL PHRASE: AS FRAGMENT; AS BEGINNING
PHRASE

Problem: *To learn to avoid writing a participial phrase as though it were a sentence and to place a comma after a participial phrase coming first in the sentence.*

Review: Problems 37 and 40.

Recognizing the participial phrase. You can perhaps more readily learn to recognize the participial phrase by studying the sentences in the exercises below than by learning definitions about it. It may be well to note, however, that the present participle ends in *ing*; the past participle is the form of the verb that is used with *have* and *had*. The participial phrase, like the prepositional phrase, has no subject and predicate. Sometimes the participle itself looks like a predicate, but it isn't. In Problem 75 and Problem G you will learn that the participle is a combination verb and adjective. As a verb it may take an object (but never a subject) and as an adjective it may modify a noun or pronoun.

Correct use of participial phrase. Although we shall study the participial phrase more thoroughly in Problem 75, there are two things regarding it for which you will become immediately responsible. You have just learned in the preceding problems exactly the same two things regarding the adverbial clause.

1. The participial phrase coming first in the sentence (before the main verb) is set off by commas. (You are not yet responsible for the participial phrase when it comes after the main verb.)

2. The participial phrase should not be written as though it were a sentence, that is, begun with a capital and closed with a period.

EXERCISE 1. In the following groups of words point out the participial phrases, place commas after any such phrases coming first in the sentences (before the main verbs), and revise any fragments that have been incorrectly written as sentences.

1. Having spent three years at Center College he thought he ought to make a success at Yale.

2. Seeing that the boy was not likely to do much with his business education his father decided to send him to college.

3. Expecting that his car would run at least 30,000 miles.

4. Wounded in his pride by the fact that no one especially sought his company he gradually drew away from his fellows and became a confirmed recluse.

5. Jefferson wrote most of the Declaration of Independence inspired by his study of certain popular European authors.

6. He fell beside the track. Exhausted by the hard race he had run.

7. We came out upon a barren hilltop. Clean swept by the winds of 10,000 years.

8. Bursting suddenly into the room he waved over his head the check for 500 dollars.

9. Running his finger along the smooth edge of his razor he knew that it was ready for the work that it had to do on the bearded face of Canadian Joe.

10. Torn by many conflicting theories about the work that they had to do the council could arrive at no settled conclusion.

11. The water had been emptied from the pool a little while before we reached the spot.

12. The town lay before them in ashes. Burned to the ground while they slept.

13. Arrested for an offense that he had not committed. He felt decidedly unhappy.

14. They came home early. When they found that none of their friends were there.

15. In the foothills they found an old dilapidated stone house. Which they bought and repaired for a summer place.

16. Surprised by the amount that this daughter knew after

her first year in college they were very humble when she was in their presence.

17. During the latter part of the eighteenth century when our country was just getting on its feet.

18. Having written on the typewriter with two fingers for so many years he found it difficult to shift over to the touch system.

19. The man of whom I was speaking interrupted our conversation by coming suddenly into the room.

EXERCISE 2. Write five sentences that begin with participial phrases properly punctuated; five more in each of which the participial phrase comes later in the sentence, perhaps at the end.

EXERCISE 3. Remembering that no fragment may be written as though it were a sentence and that adverbial clauses and participial phrases coming first in the sentence (before the main verb) are set off by commas, correct the following passage:

Being early awakened at Magadino and swallowing a hasty breakfast we went on board the steamboat *San Carlo* for Sesto Calende. The morning was cloudy, and the white wreaths hung low on the mountains. Whose rocky sides were covered everywhere with the rank and luxurious growth of this climate. As we advanced further over this glorious mirror. The houses became more Italian-like. The lower stories rested on arched passages. The windows were opened and without glass. In the gardens stood solemn, graceful cypresses; and vines, heavy with ripening grapes, hung from bough to bough through the mulberry orchards. Halfway down, in a broad bay. Which receives the waters of a stream that descends with the Simplon, are the celebrated Borromean Islands. They are four in number and seem to float like fairy creations on the water. While the lofty hills form the background. Whose grandeur enhances by contrast their exquisite beauty.

On passing by Isola Madre we could see the roses in its

terraced gardens and the broad-leaved aloes clinging to the rocks. The lake was perfectly quiet, and groves and gardens slept mirrored in the dark green wave. While the Alps rose afar through the dim, cloudy air. Towards the other end of the lake the hills sink lower and slope off into the plains of Lombardy. Near Arona is a large monastery, overlooking the lower part of the lake. Beside it is a colossal statue of San Carlo Borromeo. Who gave his name to the lovely island above.¹

EXERCISE 4. Write an original composition—a letter or a theme. Can you make every sentence perfectly clear and avoid all errors that you have studied thus far?

For diagraming, see Appendix A.

★PROBLEM G

THE SUBSTANTIVE

Problem: *To learn to recognize the various substantives: noun, pronoun, infinitive, gerund, noun clause, in their various uses; and to distinguish a gerund from a participle.*

Review: Problems 14, 15, 20 (infinitives), 31, 32, and 33.

A substantive is any word or group of words that may be used as a noun may be used. Thus far we have found that a noun may be used as subject, predicate nominative, object of a verb, and object of a preposition. The substantives commonly in use in English are noun, pronoun, infinitive, gerund, and substantive clause.

subject	} <i>may be a</i>	noun (see Problems 14, 31, 32, 33)
predicate nominative		pronoun (see Problems 15, 31, 32, 33)
object of verb		infinitive (see Problem 20)
object of preposition (indirect object)		gerund
(subject of infinitive)		substantive clause

¹ Adapted from Taylor, *Views Afoot*.

We have already learned to recognize the noun and the pronoun in all the first four constructions above. We shall now study the infinitive, the gerund, and the substantive clause in the same constructions. The indirect object and the subject of the infinitive will be taken up in Problem 66.

The infinitive is the verb preceded by the word *to*.

to go

to run

to see

The infinitive, because it is a verb, may take a subject, an object, or an adverbial modifier. Because it is also a substantive, it may be used with another verb in any of the constructions listed on the preceding page.

To get up early is hard work. (subject)

To see is *to believe*. (subject) (predicate nominative)

I preferred *to walk*. (object)

I wanted *him to sing*. (infinitive with subject, used as object)

Occasionally the infinitive is not preceded by the word *to*.

His father made him (to) work.

I saw them (to) do it.

Let's go. (Let us to go.)

The **gerund** is a form of the verb that ends in *ing* and is used as a substantive. Being a form of the verb, it may take an object and an adverbial modifier. Unlike the infinitive, it never has a subject. It may be used in the same constructions as a noun: subject, predicate nominative, object of verb, or object of preposition.

Getting up early is hard work. (subject)

Seeing is *believing*. (predicate nominative)

I preferred *walking*. (object)

He was well paid for *waiting*. (object of preposition)

I missed his *singing*. (object. See Problem 83)

EXERCISE 1. Point out in the following sentences all substantives: nouns, pronouns, infinitives, gerunds, and noun clauses. Tell how each one is used. Those that may be difficult are in italics. It is well in each sentence to find the main verb first, then its subject, then the verb in the dependent element.

1. We expect to go to Sinepuxent Neck.
2. We don't know what he is going to do.
3. He was arrested for stealing watermelons.
4. I have never enjoyed driving a car.
5. But accusing him before the whole school is rubbing it in a little bit too hard.
6. Running a typewriter caused *her fingers to be like that*.
7. I will take whoever has no other way of getting there.
8. Wishing for riches and having riches are two very different things.
9. They wanted me to ask the janitor for a furnace fire.
10. To find out from him *what we were supposed to do* was like pulling teeth.

Words ending in *ing* often cause pupils a great deal of confusion. Indeed there are such words that cause seasoned grammarians a bit of puzzlement. But those distinctions that have any practical value are likely to be relatively easy. An *ing* word may be almost any part of speech; so do not get the notion that it is always a participle or a gerund.

Our library *building* is an excellent piece of architecture.
(noun)

It was an old *trading* vessel. (adjective)

The fire engine *is passing* our door. (verb)

I saw him *during* (*regarding, concerning*) Monday's concert.
(preposition)

The man *passing* our door is our new neighbor. (participle)

Mother was especially pleased with my *passing* algebra.
(gerund)

It is important that you be able to recognize the participial phrase for its punctuation (Problem 41) and the gerund for the use of its possessive modifier (Problem 83).

A verb ending in *ing*, like any other verb, has a subject and makes the statement in its clause. It is the predicate.

The thrush *is singing* in yonder pine.

We *were burning* the brush off the lot.

Muriel *is being taught* to cook.

The present participle is a form of the verb ending in *ing* used as an adjective.

Verb as adjective = participle.

It may take an object or adverbial modifier. It modifies a substantive, usually a noun or pronoun. Occasionally it modifies an adjective, but a knowledge of this construction has little value. The participle differs from the regular verb or predicate in that it never has a subject.

A *grinning* boy stood before me.

Forbidding us to leave the house, father slammed the door.

Ellen, *swimming* against the current, was making almost no headway.

The **gerund** (discussed on pages 401-403) is a form of the verb ending in *ing* used as a noun or substantive.

Verb in *ing* as noun = gerund.

EXERCISE 1. Tell how the *ing* words in the following sentences are used. Most of them are verbs, participles, or gerunds.

1. You can see our boat lying in the offing.
2. Singing and cheering, the Amherst men swept past the stand.

3. We never approved of your lying about it.
4. Running the boat upon the beach, we leaped ashore.
5. The first marathoner was crossing the tape at just four o'clock.
6. A wild whistling wind swept out of the north.
7. Children under sixteen driving cars will be arrested.
8. Running that old wreck is no easy job.
9. Singing is a more natural accomplishment than playing the piano (is).
10. Rushing across the valley with such alarming force, the flood made our puny efforts at controlling it seem foolish.

The infinitive has many uses besides its four uses as a substantive that you have studied. Chief among these are its uses as (1) an adjective:

His attempt to sing was ridiculous.

(2) an adverb:

She was running to catch up with us.
That is easy to do.

(3) complementary infinitive:

They were going to run off without us.

There are also other substantive uses. Since a knowledge of these distinctions has little value in speaking or writing better English, no exercises are offered.

EXERCISE 2. Find all the infinitives, gerunds, present participles, and substantive clauses on two pages of a book that you are using in class. Try to tell how they are used.

EXERCISE 3. Write original sentences containing the following:

1. Infinitive as subject
2. Gerund as subject

3. Present participle modifying noun
4. Substantive clause as subject
5. Infinitive as predicate noun
6. Gerund as predicate noun
7. Present participle modifying pronoun
8. Substantive clause as predicate noun
9. Infinitive and its subject used as object of verb
10. Gerund and its object used as object of verb
11. Present participle introducing participial phrase
12. Substantive clause as object of verb
13. Gerund as object of preposition
14. Participle coming after the noun it modifies
15. Substantive clause used as object of preposition

For diagraming, see Appendix A.

★PROBLEM H

THE SUBSTANTIVE CLAUSE

Problem: *To learn to recognize the substantive clause.*

Review: Problems 31, 32, 33, 36, 38, 39, and Problem G.

There are three kinds of subordinate clauses—the adjective clause, the adverbial clause, and the *substantive clause*.

The substantive clause. A substantive is any word or group of words that may be used in the same constructions as a noun. We have found in the problems under review that a noun may be used as subject of a verb, as predicate nominative, as object of a verb, or as object of a preposition. We have seen, too, that a pronoun may be used in these same constructions; and that consequently a pronoun is a substantive. A substantive clause may be used in these four ways, as you may see by examining the sentences below. When you are not sure whether a clause is a substantive, you can sometimes tell by substituting for it a noun or pronoun. This is also illustrated in the sample sentences.

1. *That the girl was going to work the problem* seemed obvious to everybody. (subject of the verb *seemed*)

The *answer* seemed obvious to everybody.

2. The only condition was *that he should spend the million dollars within one year*. (predicate nominative)

3. Invite *whomever you prefer*. (object of *invite*)

Invite *John*.

4. We shall reserve our congratulations for *whoever wins* the prize. (object of the preposition *for*)

We shall reserve our congratulations for *Helen*.

The principal clause in a sentence containing an adjective clause or an adverbial clause will make sense standing alone. The principal clause in the sentence containing a substantive clause will not, as a rule. The substantive clause is a necessary part of the sentence, the subject, object, or the like, and cannot be separated from the rest of the sentence without destroying its meaning.

Notice that substantive clauses often begin with the same words that introduce adjective or adverbial clauses. The only way to tell the difference is to *see how the clause is used*. How is an adjective clause used? How is an adverbial clause used? A substantive clause?

Expletives. *It* and *there* when they are used just to get a sentence started are called expletives. When so used, they have no other grammatical construction; *it* is not the subject of the verb; *there* is not an adverb.

It is too bad that you cannot come [means]

That you cannot come is too bad.

The clause is the subject in each sentence. In the second sentence *it* has just been dropped out entirely.

There are some apples here [means]

Some apples are here.

There is not the adverb in the first sentence. When the

word order is reversed, the word *there* has no value and, like *it* above, is dropped out.

EXERCISE 1. Find the subordinate clauses in the following sentences, and tell whether each is adjective, adverbial, or substantive. When substantive, tell whether it is used as subject, predicate nominative, object of a verb, or object of a preposition. Do you find any expletives?

1. Whoever would like to go may come with us.
2. That we had not prepared our lesson was immediately evident to the teacher when we began to recite.
3. Give this package to whoever is in the office.
4. He thought that he knew us.
5. Our belief was that he had never been to the place that he was so enthusiastically describing to us.
6. We soon learned that there would be plenty for everybody.
7. Does she know who is going?
8. Will you tell me when I am supposed to give him this?
9. Where she should leave the main road was the question that was now puzzling her.
10. She could not remember what she was supposed to do when she got there.
11. That the note was not genuine was the next fear that beset her.
12. Could she depend upon what he told her?
13. When you know that you are right, you may go ahead with confidence.
14. I can always tell when she knows that she is right by watching the expression on her face.
15. We think that the study of literature is more interesting than the study of grammar.
16. The heating system that we have is entirely satisfactory—on warm days.
17. He told us that each day spent in high school was worth over ten dollars to us.
18. It is obvious that the dog has the mange.

19. He asked me why I did not come over when he called me.

20. If you knew that I did it before you asked me, why did you ask me at all?

EXERCISE 2. Write ten sentences in which there are at least two illustrations of each of the four constructions for the substantive clause with which you are now familiar.

EXERCISE 3. Write ten sentences in five of which you use the expletive *it*, and in five of which you use the expletive *there*.

EXERCISE 4. Find all the substantive clauses on two pages of some book that you are using in class and tell how each is used.

EXERCISE 5. Find all the expletives on five pages of some text you are using in class.

For diagraming, see Appendix A.

PROBLEM 42

THE COMPOUND SENTENCE: ITS NATURE AND PUNCTUATION

Problem: *To learn to use a comma before a conjunction in a compound sentence.*

Review: Problems 23, 35, 36.

A *simple sentence* is a sentence containing only one clause; that clause is independent.

A *complex sentence* is a sentence that contains one independent or principal clause and one or more subordinate clauses.

A *compound sentence* is a sentence that contains two or more independent clauses. These clauses are usually joined by the conjunctions *and*, *but*, or *or*; sometimes by the correlatives *either . . . or*, *neither . . . nor*, *both . . . and*.

A *compound-complex sentence* is one that is both compound and complex: that is, it has two independent clauses, which make it compound; and it has one or more subordinate clauses, which make it complex. Since it is compound it is punctuated like a compound sentence. Since it is also complex, it is punctuated like a complex sentence. Therefore there is nothing new to be learned about this sort of sentence. This explanation is made to save you from being confused when you see a compound-complex sentence.

The pencil is sharp. (simple sentence)

The pencil that I have is sharp. (complex)

The pencil is sharp, but the pen will not write. (compound)

The pencil is sharp, but, if I am not badly mistaken, the pen will not write. (compound-complex)

Rule. *Place a comma before a coördinate conjunction when it joins two independent clauses.* (As a rule the comma does not precede the conjunction that joins words or phrases.)

EXERCISE 1. Classify the sentences below as simple, complex, compound, or compound-complex. Point out the commas that precede coördinate conjunctions.

1. Our birds must be protected, or they will soon be exterminated.

2. The bald eagle is the bird on our American coins.

3. This is a misnomer, because the eagle is not really bald.

4. After he is a few years old, his head is covered with white feathers, which make him look bald from a distance.

5. The American eagle is not seen very often in the north-eastern part of the United States, but he is very common in Florida and in the northwestern states.

6. He usually builds his nest in a tree or among the high rocks near a body of water in which he can find a good supply of fish.

7. There was an eagle's nest up an old dead pine on our farm, but none of us boys dared to climb up to it because the eagle has such a reputation for being a terrible fighter.

8. There are many old tales about eagles carrying away babies, but according to the best authorities there is no truth in them.

9. Eagles do sometimes eat lambs if there are not enough fish handy to appease their appetites.

10. In Oregon and Washington they are said to be quite a nuisance in this respect, and rewards are offered for their dead bodies.

11. Sometimes when a fish hawk has gone to the trouble of catching a fish, an eagle will make him drop it.

12. As the fish falls towards the ground, the eagle swoops upon it, catches it, and soars off to his nest.

13. This fish hawk, although he is easily frightened by the eagle, is himself no mean hunter.

14. He will swoop down from hundreds of feet in the air and bear away a fish almost as large as himself.

15. He, too, usually builds his nest in a high tree near the water, and he builds one practically as large as the eagle's.

16. The most commonly known bird of this family—at least to those dwelling south of the Mason and Dixon line—is the vulture, or turkey buzzard.

17. The buzzard may be one of the most beautiful of birds, or he may be the most disgustingly nauseating, depending upon how close one gets to him.

18. When he is lazily coasting along a thousand feet above your head, you will find him a beautiful thing to look at; but if you wish to keep that impression of him, do not approach too closely to a turkey buzzard.

19. Either the Southern farmer must find some way to prevent the extermination of the buzzard, or he must devise a more satisfactory method of disposing of carrion.

EXERCISE 2. Remembering that a comma precedes the coördinate conjunction when it joins two clauses in a compound sentence, but usually does not when the conjunction

joins words or phrases, punctuate the following sentences. (You will usually be safe in placing a comma before *but* and *for* when they are used as conjunctions.)

1. There is only one way to learn this and that is by hard work.

2. The head is constantly searching for more truth and the heart is seeking kindness.

3. Conscience is a window to the soul but the window must be kept clean.

4. Contentment may be a good thing but I would rather be a dissatisfied radical than a contented oyster.

5. We cannot control the slanderous tongues of our neighbors but we can disregard them.

6. Experience keeps a dear school but fools will learn in no other.

7. The road of idleness is the road to ruin and there are few stopping places upon it.

8. A few temptations come to the industrious but all attack the idle.

9. Honesty may be the best policy but he who acts solely upon that policy is not an honest man.

10. Either you must master your habits or your habits will master you.

11. The simplicity of an honest man and the sincerity of a great one were the foundations of Lincoln's character.

12. Plan your work for each day. Every hour will then count and no time will be lost.

13. Play while you play and work while you work.

14. Clever men are good but they are not the best.

15. The world is a wheel and it will all come round right.

16. The sun never repents of the good he does nor does he demand a recompense.

17. Blessed is he that expects nothing for he shall never be disappointed.

18. A soft answer turneth away wrath but grievous words stir up anger.

19. Debt is a prolific mother of folly and of crime.

EXERCISE 3. Write ten compound sentences correctly punctuated.

EXERCISE 4. Find all the compound sentences on two pages of some book that you are using in class. Notice how they are punctuated. You will probably find no comma before the conjunction in some of the very short sentences. You may also find a semicolon before the conjunction if there are other commas in the sentence. These will be studied in Problem 81.

EXERCISE 5. Write a letter to a friend telling him the most interesting experience you have had since writing him last. Make it as interesting as you possibly can. After writing your first draft, look over the requirements of your school for the form of a letter and see that yours is absolutely correct. Then look over the requirements thus far in punctuation and see that the letter is correctly punctuated. Finally, see that there are no fragments misused as sentences.

For diagraming, see Appendix A.

PROBLEM 43

THE RUN-ON SENTENCE

Problem: *To learn to avoid the run-on sentence.*

Review: Problems 7, 35, 36, 42.

The run-on sentence. A common error made by high-school students is to put a comma instead of a period at the end of a sentence. Sometimes they do not use any punctuation mark whatever. We call a sentence with either of these errors in it a "run-on" sentence because it runs on beyond where it should stop. Perhaps the quickest way to learn to avoid this error is to correct such exercises as those offered below until you have what teachers call the sentence

sense, until you know when you have reached the end of a sentence. Nevertheless, it may be well to understand the grammar involved.

You are now familiar with the subordinate clause and the independent clause. When two independent clauses are joined by a conjunction, you know that a comma precedes the conjunction. When you come to the end of an independent clause that is followed by neither a coördinate conjunction nor a subordinate clause, you have reached the end of a sentence.¹ Put a period after it, not a comma. In other words, when one independent clause follows another without a conjunction to join them, close the first one with a period and begin the second with a capital letter. *Never join two sentences with a comma*; never leave them without any punctuation. Follow this rule and you will rarely go wrong. Exceptions will be studied in Problem 81.

EXERCISE 1. Rewrite the following sentences, placing a capital at the beginning of each, and a period, question mark, or exclamation point at the end. Do not allow a comma to stand at the end of a sentence; do not let two sentences run together without any punctuation. Also revise any fragments that are misused as sentences, making them into complete sentences.

1. Harry and Mabel are coming over to-night with their two guests, we shall have a lively time.
2. George and I studied every sentence during the last study period the teacher will not catch us napping to-day.
3. It was difficult to recognize the players from the sidelines from the bleachers it was impossible.
4. Following the guide's instructions, we found the very spot, therefore we caught more fish than they did.

¹ When there is a *series* of three or four independent clauses, each one except the last may be followed by a comma. This construction is rare in the writing of high-school students.

5. Members of the Pierian and Philomathean societies had come in groups, there was no one else present.

6. He shot a basket every time he tried. Often from the middle of the floor.

7. A glazier receives very good money for the time he works, he does not live very long.

8. The coach did not expect them to lose the game, they had been so well trained.

9. He turned around and went back. Although he had not seen us.

10. The ice was breaking under him at every step that he made the crowd was sure that he would drown.

11. I have been out of school twice this year. Once with a severe cold and once when my sister had the measles.

12. He gave us the wrong directions for reaching Appalachia, thus causing us to be late in arriving.

13. Tom took the party down in an old automobile. Which he had never before tried to drive.

14. Since he moved from the farm when he was five years old. He does not remember much about it.

15. We lost two games this season. One when our quarter back was injured and one when we were on a muddy field away from home.

16. The boys all attended the lecture, they were afraid not to after what the principal had said.

17. Every time he went beyond the front yard his mother spanked him, she had told him not to leave home that day.

18. Let that horse alone, he will bite you.

19. Janice, you had better lie down for a while before you go out, you need the rest.

20. I counted seventy-two airplanes over my head yesterday, this is the largest number I have ever seen at one time.

***Variations in correcting comma blunders.** In Exercise 1 you corrected most of the comma blunders by changing the commas to periods and beginning the new sentences with capitals. A second and occasionally better method is to supply a coördinate conjunction. A third and frequently

better method is to supply a subordinate conjunction at the beginning of the first or second clause and, if it makes a better sentence, reverse the order of the clauses. Still another would be to use a semicolon instead of a period. But *do not use a comma at the end of a sentence*. For the sample sentences below, any one of the corrections would be acceptable, depending upon the context.

He fished for two hours, he didn't get a bite. (Comma blunder, always wrong)

He fished for two hours. He didn't get a bite. (Period and capital)

Although he fished for two hours, he didn't get a bite. (Subordinate)

He fished for two hours, but he didn't get a bite. (Coordinate)

He fished for two hours; he didn't get a bite. (Semicolon)

★EXERCISE A. Try correcting each of the following sentences in all four ways suggested above. Which makes the best sentence? Be careful in selecting the conjunctions.

1. Aleck cut the grass this morning, it was getting very long.
2. The water turned to blue and lavender and purple, it was a beautiful sight.

3. Crouch and Vogel went on ahead, they wanted to get back for chapel.

4. After I had finished milking the three cows, I got right at my lessons, I wanted to keep my date with Viola.

5. Horace was very nearsighted, he used to peer at the board through a little spyglass which he carried in his pocket.

6. He could no longer hear me over the telephone, it was very embarrassing for him I am sure.

7. Mildred was not a very good student, she made a success as Mr. Robinson's stenographer.

8. Over and over again they put Johnson in the box during the series, he could hardly use his arm.

9. I want you to come home early to-night, you can get plenty of rest before the examination.

EXERCISE 3. Some of the sentences in Exercise 1 may be better punctuated in one of these four ways. Punctuate each one in the best way possible.

EXERCISE 4. Correct each of the comma blunders in the following theme in the way that seems best to you. Do not try to make a good theme of it. That can hardly be done.

One Saturday we all decided to go out for a hike and a swim at Hart's Pond. We all thought it would be fun, Blanche did not like it. because she did not know how to swim. We told her it was all right, she would not have to swim. When we arrived, everyone got into her bathing suit except Blanche, she was afraid I guess. We finally coaxed her to put hers on, and then one of the girls dragged her into the water. She didn't like our getting her head wet, she had just had a new wave in her hair. We ducked her though and treated her pretty bad all afternoon. When we started home, she was worn out, we had to carry her part of the way. I think I shall let her alone the next time we go anywhere, I learned my lesson.

EXERCISE 5. Write a theme or a letter. Try to make it as effective as possible. Be sure that the form is correct, and look it over carefully for mistakes for which you are now responsible, especially the comma blunder.

EXERCISE 6. Rewrite the following exercise from dictation. Give reasons for all capitals and marks of punctuation about which you have studied.

519 West 173 Street
New York, N. Y.
June 16, 1932

Dear Uncle Tom:

Jim, Earl, and I have been looking for summer jobs, but none of us found one until yesterday. Going down a side street from Darrington School, Jim saw in a restaurant window a sign

reading "Tray Checker Wanted." As Jim has always been a shark at arithmetic, he went in to inquire about the job, and before he came out, he had been hired by the proprietress, Mrs. Gunn. That's what I call luck!

There doesn't seem to be anything coming my way, and it's getting too late to hope for much here. Have you anything for me in either of your two stores?

Hopefully yours,
Kendrick

PROBLEM 44

SPELLING

Problem: *To learn to spell all words through Group 38 with special emphasis on Groups 36, 37, and 38.*

Review: Problems 9 and 26.

Follow the directions given in Problems 9 and 26.

One of the most persistent errors in the spelling of high-school pupils is the confusion of the words *their* and *there*. *Their* means *of those people*.

their books their piano their house

There may mean *in that place* or it may be used in a sentence as an introductory word called an *expletive*. (See Problem H, pages 179-180.)

Put the potatoes over *there*.

There were several thousand people at the fair.

Notice that *their* is a possessive pronoun used to modify a noun. *There* is an adverb modifying a verb, or it is an expletive introducing a sentence.

EXERCISE 1. Choose the correct forms to fill the following blanks. Some blanks in the seventh and eighth sentences have to be filled in with *to*, *too*, or *two*.

1. The students will leave ——— books in ——— desks before going home.

2. Every one of the chickens is over _____ in our lot.
3. _____ stomachs were full, _____ pockets were full, and _____ blouses were full.
4. _____ is no sense in _____ showing off _____ ignorance over _____ at Kimball's.
5. _____ mules and our cows were all the live stock _____ was over _____.
6. _____ were not many of _____ crowd _____.
7. _____ were _____ boys already _____ when we came up to the place. Since they had parked _____ car right in front of the entrance, we were unable _____ get in.
8. When we came _____ the gun, _____ were _____ men already _____. With us four this seemed _____ many; so I took _____ papers and ordered them _____ report _____ commanding officer.

PROBLEM 45

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in Parts I-III.*

EXERCISE 1. Rewrite the following sentences. (1) After each sentence, indicate whether it is simple, complex, or compound. (2) Underline with a straight line each independent or principal clause and place a second straight line under the simple subject and simple predicate of each one. (3) Underline with a wavy line each subordinate clause and place a second wavy line under the simple subject and simple predicate of each. Indicate after the type of sentence the kind of subordinate clause, that is, adjective, adverbial, substantive. (4) Number all punctuation marks except those closing the sentences, and below, opposite the corresponding number, give the reason for each mark.

1. Our minister, the Rev. Samuel Hopkins, will be here to-day.

2. Both the canoes and the rowboats were already rented.
3. If you should go to the station to-day, will you get me a time-table, Harry?
4. The baby pulled aside the curtain, banged on the window, and laughed gleefully.
5. No, I do not know who did that.

EXERCISE 2. Follow the same directions as in Exercise 1.

1. The old men shall dream dreams, and the young men shall see visions.
2. Dickens' novels are not very interesting to a great many young people, but they are still ranked among the greatest in our language.
3. When you read John's story, you will enjoy it very much.
4. Hurrah! I got an A in English!
5. Either the carburetor is out of order, or the timing device is not working well.

EXERCISE 3. Follow directions in Exercise 1.

1. I do not believe his story, for I know that what he says is not true.
2. We asked Dr. Brown to come, but he had to decline because he was going to be out of town.
3. You will have to meet Saul at the station when he comes, or he will have to find his way out here alone.
4. He said that they filled him up on water before he had his dinner so that he would not eat too much.
5. Having finished dusting the living room and the three bedrooms, Sue hurried out to meet Genevieve.

EXERCISE 4. Same instructions as in Exercise 1.

1. What shall we do after we have finished hoeing the corn?
2. The houses on Spring Street and those on Potomac Avenue are very different indeed.
3. We understand the explanations that Mr. Tucker gives us, but when Mr. Childorn begins to talk, we never expect to understand what he says.

4. Because the books were so well bound, we have been able to use them for five years.

5. Castor oil, quinine, and sulphur may be very good medicines, but some of us would rather take spring fever.

In your future themes you are to make none of the following errors:

1. Writing a fragment as though it were a sentence. Such a fragment may be a subordinate clause, a participial phrase, a prepositional phrase, or any other group of words *that does not include an independent clause*.

2. Placing a comma instead of a period after a complete sentence, that is, after an independent clause that is not one of a series of three or four, that is not followed by a coordinate conjunction, or that is not followed by a subordinate clause.

3. Omitting the comma before the conjunction that joins two independent clauses.

4. Omitting the comma after an adverbial clause when it comes first (before the main verb) in the sentence. Participial phrases coming first in the sentence are also usually set off by commas.

EXERCISE 5. Correct the following exercises, number each correction, and below, opposite the corresponding number, place the exact reason for the correction.

1. When we had finally finished repairing the camp fireplace we made a roaring fire in it.

2. Although the fire smoked pretty badly when we first lit it we finally enjoyed our last evening around it very much.

3. The next morning we sold all our equipment. And left for home.

4. The landlord would not let us pay him for the last week at the camp. Because we had left the place so clean and in such good order.

5. We saw an old deserted army barracks on the way home, we wished we had used that for a camp.

6. During the greater part of our trip home the sun had been shining but the sky grew sullen about five o'clock.

7. Carl was carrying the baseball bats and gloves, these were very heavy.

8. We missed one of the boys once. While we were hurrying across a plowed field.

9. He had sat down and taken off both his shoes. Probably because there were stones in them.

10. We had two other delays before we got home. One to watch a fight between two dogs, and one to build a bridge across a swollen stream.

EXERCISE 6. Follow the same directions as in Exercise 5.

1. The big bus rolled by loaded with happy youngsters on their way to the picnic but we had to stay home. Because Virginia had the whooping cough.

2. Our old dog Carlo that we thought had gone with Jim Tull.

3. When I met him in the lobby of the Phoenix yesterday afternoon he did not speak to me. Thinking, I suppose, that he had never been introduced to me.

4. Our lessons had been very easy during the first month, this had made us lazy.

5. Running over to her uncle and throwing her arms around his neck. She burst into tears.

6. We run over the rugs with the carpet sweeper whenever they need it, the vacuum cleaner we use only once or twice a month.

7. The holly remains green all winter long but the oak sheds its leaves in the fall.

8. In order that we may know what the trip is likely to cost us. Will you please let us know whether the ticket on the boat covers the cost of meals and stateroom.

9. Because we had brought Rodney Smith refused to go, we all think he is a snob.

EXERCISE 7. Look over the requirements at the head of this unit and rewrite the following theme, correcting every error you find in it. Watch especially for fragments and comma blunders.

A Climb In The Darkness

Thursday morning Carl, Dan, Ed, and I walked about three miles to explore a cave and an old deserted coal mine about which we had heard. The only thing of much interest in the cave was some spiders which were without eyes. Because they had no use for eyes in such a dark place. The old coal mine was only about four feet high inside, we pitied the men who had worked there for they must have had to stoop through the whole day.

While we were coming back along Big Hill Pike the sun was covered over with dull leaden clouds, this seemed to promise a snowstorm. Although night had come when we reached the foot of East Pinnacle and a heavy sleet had made the rocks very slippery. We decided to climb the face of the cliff. Carl had brought a rope with him, this each of us tied around his body like genuine Alpine climbers. In order to climb the cliff more safely in the darkness. Once in a particularly dangerous spot as Ed was settling himself into a safe position on a high rock Dan slipped below and dragged Ed head foremost down the side of the cliff. If Carl had not just wrapped the upper end of the rope around a sapling all of us would have tumbled down the precipice that we had just ascended. But that little sapling did valiant work and we are all back home to tell the story.

It took us some time after this mishap to get our hearts down out of our throats. And stop that funny flutter around our stomachs. I have been back to that same cliff by daylight many times since then but even in broad daylight I have never dared to make the same climb that we made that night in the darkness and over rocks that were treacherous with sleet. There is an old saying that God takes care of drunkards and fools, we had not had a drop to drink.

The goal: accurate speech and writing. Remember that the ability to answer questions about grammar or punctuation is, in itself, of very little importance. Nor does skill in correcting sentences and themes found in a book amount to very much, for it is valuable only to those who dictate and correct letters or who read proof sheets of printed matter; and such exercises are a long way off for all except a few of us. All this studying of rules for this and rules for that, all this correcting of sentences and correcting of themes is for just one purpose—that you may speak and write accurately. If your grades on the exercises in the book are 100 per cent and your speech and writing continue to be flagrantly careless, you are wasting your time. Your job every day and all the time is to make what you learn apply to your speech and writing. Is your speech at home and in the halls more nearly correct than it was before you started this course? Are your papers in other classes and your letters to your friends better written than before? If they are, then your course is helping you; if they are not, there is something wrong with the way you are using what you learn.

Before doing the exercises that follow, review the requirements at the head of this unit, and in writing your compositions try to get the form correct and to avoid making a single error for which you are now responsible.

A method for grading. When you bring your theme to class for grading, the teacher may wish to divide the class into groups of three pupils each. In each group, Pupil A grades for spelling and capitalization and signs his name; Pupil B for punctuation and signs his name; Pupil C grades for all other errors. Or, the groups may have five members each, Pupil A grading for form, B for capitalization, C for punctuation, D for spelling, and E for all other errors. When a new composition is brought in, the jobs should be shuffled so that each pupil gets a chance to practice catch-

ing all sorts of errors. At all times the person grading for punctuation will have to watch especially for the apostrophe and the comma; the one grading for miscellaneous errors will be careful about the fragment and the sentence that ends with a comma.

EXERCISE 8. Write the following from dictation and give reasons for capitals and punctuation marks.

There is a country of the world called Germany, the eminence of which is known everywhere. In its interior is a large district called the Dukedom of Gotha, about thirty-seven miles in area, and containing about 150,000 inhabitants. The air of this district is pleasant, dry, and cool, and the water is refreshing and pure, so that the inhabitants need have no fears about their health. The land is good and very fertile, and every article of food and clothing is cheap there. In its neighborhood is the city of Coburg, where the richest blessings of Providence display themselves. Near the city flows the river Itz, and here, too, is a magnificent ducal castle, having the pretty name of Rosina. Here the birth of Prince Albert took place.

EXERCISE 9. Review Problems 3 and 6 and write the most interesting theme you can. Try to make it absolutely clear and correct.

EXERCISE 10. Write a letter to a friend or relative, trying to be as interesting or entertaining as possible.

EXERCISE 11. Write a formal letter absolutely correct in every detail. Can you do it? See Problem 5.

Continue Exercises 9, 10, and 11 until you can reach the standards of accuracy for this unit required by your teacher.

EXERCISE 12. Add to your list of individual errors those treated in this unit that you know you are liable to make.

PART IV

REQUIRED KNOWLEDGE AND ABILITY

In order to complete the work of this unit you must acquire the knowledge set forth below and attain the standards of ability required by your school. See pages 532-533. The material in ordinary type you have already mastered; that in bold-faced type is new.

I. THEME AND LETTER WRITING

1. Exact following of the regulations of the school for size and heading of paper, use of ink, title, margin, paragraph indentations, and standard of handwriting
2. Conformity to accepted forms in letter writing
3. Papers with no more than four errors per hundred words in violation of the requirements for this unit in capitalization, punctuation, diction, grammar, sentence structure, and spelling, when use of the dictionary is permitted

II. CAPITALIZATION

1. The capital is used
 - a. To begin a sentence
 - b. To begin a proper noun or its abbreviation
 - c. To begin a word (or its abbreviation) denoting rank or a title preceding a proper noun
 - d. To begin each word in a title except articles, prepositions, and conjunctions
 - e. In writing the pronoun *I*

III. PUNCTUATION

1. The period is used
 - a. At the close of a sentence
 - b. After an abbreviation

2. The question mark is used at the close of an interrogative sentence
3. The exclamation point is used
 - a. After an exclamatory sentence
 - b. After an interjection showing strong feeling
4. The colon is used after the salutation in a letter
5. The comma is used
 - a. To separate words or groups of words in a series
 - b. To set off from the rest of the sentence such a parenthetical expression as
 - (1) A noun of address
 - (2) A noun in apposition
 - c. To set off an introductory expression such as
 - (1) A word like *yes* or *no*
 - (2) An adverbial clause coming first in the sentence (before the main verb)
 - (3) A participial phrase coming first in the sentence (before the main verb)
 - d. Before the conjunction in a compound sentence
 - e. **To set off a direct quotation**
6. The apostrophe is used
 - a. To show possession, relation, or connection in a noun, as follows:

after a word not ending in *s* sound, add apostrophe and *s*

after a word ending in *s* sound, add apostrophe only
 - b. **To show contraction, where letters are omitted**
7. **Quotation marks are used to enclose a direct quotation**

IV. COMMON ERRORS TO BE AVOIDED

1. In diction, due to carelessness or confusion of meaning
anyways, anywheres, somewheres, nowheres; would of, could of, should of, might of; this here, that there; had ought, hadn't ought; we was, ain't, he (she or it) don't; them things; to, two, too; learn, teach; lend, borrow; can, may; there, their; lose, loose; leave, let; its, it's; lie, lay; sit, set; rise, raise; errors in verbs do, see, come, go, eat, run, know, write, throw

2. In grammar and sentence structure, due to carelessness or ignorance of grammar
 - a. Omission of letters, syllables, words
 - b. Repetition of letters, syllables, words
 - c. Incorrect use of *a* and *an* before consonant and vowel sounds
 - d. Misuse of phrase or clause for sentence
 - e. Comma or no punctuation for period at end of a sentence
 - f. **Confusion of adjective and adverb**
 - g. **Double negative**, except with *hardly*, *scarcely*, *but*, and *only*
 - h. **Lack of agreement of verb with subject in person and number**; emphasis upon *each*, *either*, *anybody*, and so on
 - i. **Indefensible shift in tense**
 - j. **Wrong form of irregular verb, transitive and intransitive**

V. GRAMMAR

1. The sentence
 - a. Kinds of sentences as to use: interrogative, exclamatory, declarative, and imperative; end punctuation of each
 - b. Kinds of sentences as to form: simple, complex, compound, and compound-complex
 - c. Nature of phrase, clause, and sentence
 - d. Difference between principal and subordinate clauses; kinds of subordinate clauses
 - e. Subject and predicate, simple and complete
2. Parts of speech, recognition in simple constructions
3. The noun
 - a. Common and proper; use of capital with proper noun
 - b. Singular and plural
 - c. Possessive case, use of the apostrophe
 - d. Noun of address, set off by commas
 - e. Noun in apposition, set off by commas
4. The conjunction
 - a. Subordinate, introducing adverbial clause
5. **The verb**
 - a. **Agreement with subject in person and number**
 - b. **Tense, emphasis on irregular verbs**

- c. Transitive and intransitive, emphasis on common errors*
- 6. Adjective and adverb
 - a. Difference in form and use*

VI. SPELLING AND USE OF THE DICTIONARY

- A. Ability in spelling**
- 1. To spell with 95 per cent accuracy all words through Group 40O, two-thirds of the test to be taken from Groups 39 and 40**
- B. Ability in using the dictionary**
- 1. To locate a given word**
 - 2. To tell how it is spelled**
 - 3. To give its syllabication**
 - 4. To give its accent**
 - 5. To give its meanings as different parts of speech**
 - 6. To give its part of speech in any meaning**
 - 7. To give the pronunciation of a word involving the various vowel and consonant sounds**
 - 8. To tell whether a noun is common or proper; to give the plural of a noun**
 - 9. To tell whether a verb is transitive or intransitive or either**
 - 10. To give the preferred of two pronunciations**
 - 11. To give the change in pronunciation with change in meaning or in part of speech**

PROBLEM 46

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and abilities gained in Parts I, II, and III.*

Review the statement of required knowledge and ability at the head of Part III and any problems that you then find you need to review.

Before you write your first theme in the work of this unit, be sure that you have in mind certain usages that you must observe from now on in all your written work.

EXERCISE 1. *Oral.*

1. State the school requirements for the form of a theme: heading, title, margin, paragraph indentation, and standard of handwriting.

2. What are the five uses of the capital for ~~which~~ you are now responsible? Give an illustration of each.

3. What is the exact rule for capitalizing a title? Illustrate this rule.

4. Give two uses of the period. Illustrate.

5. Give all the uses of the comma thus far studied. Illustrate each use.

EXERCISE 2. 1. Give the uses of the colon, question mark, exclamation point. Illustrate each one.

2. What are the rules for the use of the apostrophe? Illustrate each one.

3. What is the rule for the use of *a* and *an*? Illustrate.

4. Every sentence must contain an ——— clause having in it a subject and a predicate.

5. Why then may not a phrase or a subordinate clause be written as a sentence?

6. What name do we apply to a phrase, subordinate clause,

or other group of words that does not include an independent clause?

7. What general rule can you state about such expressions?

8. Against what mispunctuation at the end of a sentence should one especially guard?

9. How can one usually tell when he has reached the end of a sentence?

10. What is the maximum number of errors that you may make per hundred words in violation of principles studied in the first three units?

EXERCISE 3. Write a theme on "The Greatest Fright I Ever Had" or some other subject. Make it as interesting as you possibly can. Leave out all details that would not grip the reader's attention. After you have finished it, make sure that it is absolutely correct. Watch especially for fragments and comma blunders.

EXERCISE 4. After reviewing Problems 4 and 5, write all but the body of each of the following letters, or of letters that would in general take the same forms:

1. To a friend or relative whom you have visited expressing your appreciation of the good time that you had
2. An order to some mail-order house
3. To your principal

EXERCISE 5. Write out number three above. You have received a letter from your principal saying that he has noticed that you have failed in two courses out of four and asking for a written explanation from you, which he will discuss with you in a personal conference. Write your reply, correct in every detail. Watch especially for fragments and comma blunders.

EXERCISE 6. (1) Rewrite the following passage, correcting all errors or omissions in spelling, capitalization, punctuation, diction, sentence structure, and grammar for which

you are now responsible. (2) Tell the part of speech of each of the italicized words. (3) Tell whether the sentences are simple, complex, compound, or compound-complex. (4) Point out each subordinate clause and tell what kind it is. (5) Be ready to give the reason for each correction that you make.

When we talked at home of moving into town so that I could attend the Roberta high school, I could think of nothing but what an experience it would be, now that I am here I am very much disappointed.

I always thought that one could do just about as one might choose in a large school but I find *that* I was very much mistaken. The home work *seems* to be hardest of all. In the *country* school from *which* I came my *home* work never *took* me more than one hour a day, here it takes me about three hours.

Yes I even thought that the students in the Roberta high school would be *congenial friendly* and sociable, there I was again wrong. Most of the students are very *snobbish*, they look *as though* they were crystal gazing when they meet a newcomer *on* the street or in the halls. A few of the students though are just the opposite, *One* that I have in mind being a very *friendly* fellow, *who* always considers *everybody's* feelings.

Shall I treat newcomers in the same way *that* I have been treated? I wonder.

EXERCISE 7. (1) In the following passage, correct all errors or omissions in spelling, capitalization, punctuation, grammar, and sentence structure. (2) Be ready to tell the reason for each change. (3) Tell whether each sentence is simple, complex, or compound. (4) Point out three participial phrases, two adverbial clauses. There are two adjective clauses. Can you find them? (5) Select the simple subject and simple predicate from each sentence in which you find an asterisk.

Gaining the top of the ridge I saw nothing of the buffalo; they had vanished amid the intricacies of the hills and hollows reloading my pistols in the best way I could I galloped on until I saw them again scuttling along at the base of the hill, their panic somewhat abated down went old pontiac among them, scattering them to the right and left and then we had another long chase about a dozen bulls were before us, scouring over the hills * rushing down the declivities with tremendous weight and impetuosity and then laboring with a weary gallop upward still pontiac, in spite of spurring and beating,* would not close with them one bull at length fell a little behind the rest and by dint of much effort I urged my horse within six or eight yards of his side his back was darkened with sweat and he was panting heavily, while his tongue lolled out a foot from his jaws gradually I came up abreast of him, urging pontiac with leg and rein nearer to his side, when suddenly he did what buffalo in such circumstances will always do: he slackened his gallop and turning towards us with an aspect of mingled rage and distress lowered his huge and shaggy head for a charge.

PROBLEM 47

ERRORS COMMON IN SPEECH

Problem: *To learn to avoid a few errors especially common in speech.*

Review: Problems 2, 13, and 30.

EXERCISE 1. See Problem 2, Exercise 1; Problem 13, Exercise 1; and Problem 30, Exercise 1, and review the errors that you have previously collected. By the method suggested there, or by some other method more satisfactory to you and your teacher, choose the errors most commonly made by your group, select about the same number as before, and proceed to substitute correct habits for wrong habits of speech.

There are no such expressions in English as *hadn't ought* and *had ought*.

RIGHT: We ought not to go.

WRONG: We hadn't ought to go.

RIGHT: We ought to do it better

WRONG: We had ought to do it better.

Leave means to go away from, to abandon. *Let* means to permit. The following sentences are correct.

Leave the money on the table.

Let us go.

Let him do it.

Let me have a bite.

EXERCISE 2. If you did not do Exercise 1, look over the material below and *cross off all errors not made by your group*. Leave these numbers blank in the exercises or substitute errors that the class agrees are made in your locality.

In the following sentences choose between the expressions in the parentheses. Continue similar exercises during the term until you eliminate the mistakes dealt with.

1. This knife (isn't, ain't) very sharp.
2. (Leave, Let) me have a dozen, please.
3. I guess I (can, may) go (anywheres, anywhere) I want to, can't I?
4. He should (have known, of known) how to do that.
5. We (hadn't ought, ought not) to take (those, them) dangerous risks.
6. Could you (learn, teach) us to do (those, them) sentences?
7. Uncle Tom, (may, can) I tell Mother where we (was, were)?
8. Oh, please (leave, let) us go swimming, Pop.
9. Maybe she (don't, doesn't) want to do it, but she (ought, had ought) to.
10. The carpenter (did, done) his work right away and left.

11. (That, That there) man had never even (went, gone) to see about it.

12. They (could of, could have) (eaten, ate) (anywhere, anywheres) if they had been better dressed.

13. Jim McCarty and I (saw, seen) a muskellunge three feet long.

14. (That there, That) story is the funniest that Cobb ever told.

15. Oh, he thinks ~~we~~ (hadn't ought to do nuthin', ought not to do anything).

16. (Can, May) you hang by your heels?

17. (Leave him be, Let him alone, Leave him alone). [One is wrong.]

18. Ask him if we (can, may) borrow his canoe this afternoon.

19. (Those, Them) buttons are all too large.

20. We all (run, ran) across the street when we (saw, seen) him coming.

EXERCISE 3. If your teacher thinks it well, continue exercises similar to those suggested in Problem 2, Exercises 1, 2, and 3.

EXERCISE 4. Could your class be responsible for a better-speech bulletin board on which you would keep such notices as:

WILL YOU HELP US TO SAY

Aren't you going? instead of *Ain'tcha goin'?*

We haven't any, instead of *We ain't got none.*

How large should it be? Where would be the best place for it? In the hall of the school building? In a store window? On the outside of a building in the center of traffic? On a vacant lot? Could you have a sign as big and conspicuous as a signboard advertising cigarettes?

PROBLEM 48

THE APOSTROPHE IN CONTRACTIONS

Problem: *To learn to write the apostrophe in place of omitted letters in contractions.*

Review: Problem 17, other uses of the apostrophe.

In Problem 17 we learned that the apostrophe is always used to show possession with nouns; and that it is almost never used to show possession with personal pronouns.

No apostrophe in the possessive of pronouns. The only forms of the possessive personal pronoun with which one is likely to have trouble are as follows:

youyour, yours (*never* your's)
 sheher, hers (*never* her's)
 itits (*never* it's)
 weour, ours (*never* our's)
 theytheir, theirs (*never* ~~their's~~)
 whowhose (*never* who's)

Yours, hers, its, ours, theirs, whose when used as possessive forms of the pronoun never take the apostrophe.

The apostrophe in the possessive of nouns. Remember the rules for the use of the apostrophe with nouns:

1. First write down the word.
2. If it already ends in the *s* sound, add an apostrophe only.
3. If it does not end in the *s* sound, add the apostrophe and *s*.

EXERCISE 1. Write the possessive case of the following words.

Mary
dog
son

Burns
cat
class

women
who
Ross

we
admiral
girl

Moses	cats	they	minister
I	you	hero	she
men	goddess	heroes	doctor

The apostrophe in contractions. The apostrophe has another use, which you have no doubt frequently noticed. When a letter is omitted in a word or expression, an apostrophe takes its place. This is called contraction, meaning a shortening of the word or expression. Notice how the following expressions are shortened or contracted by having one or more letters left out and apostrophes put in their places. What letters are omitted?

<i>It is</i> too bad.	<i>It's</i> too bad.
<i>There is</i> a bear.	<i>There's</i> a bear.
<i>Here is</i> your money.	<i>Here's</i> your money.
<i>I have</i> an idea.	I've an idea.
They <i>cannot</i> go.	They <i>can't</i> go.
<i>We are</i> all here.	<i>We're</i> all here.
<i>Who is</i> going?	<i>Who's</i> going?
I <i>do not</i> know.	I <i>don't</i> know.
He <i>does not</i> .	He <i>doesn't</i> .
<i>You are</i> right.	<i>You're</i> right.
<i>Five of the clock</i> .	Five <i>o'clock</i> .

This makes it obvious that the proper contraction for *he (she, it) does not* is *he (she, it) doesn't*. *He don't* is a contraction of *he do not*, which everyone recognizes as poor English.

It's (with the apostrophe to take the place of the omitted *i*) means *it is*. *Its* is the possessive form of the pronoun and hence never has an apostrophe.

The pup is looking for *its* mother.

This study of the use of the apostrophe to take the place of letters left out will also help you to avoid the common misspelling of the word *o'clock*. *Five of the clock* (we should be more likely to say *five by the clock*) got worn down

to *five o'clock*. The apostrophe takes the place of the letters *f the*.

EXERCISE 2. Choose the correct forms from the sentences below and give the reason for each choice.

1. (Who's, Whose) pen is this?
2. (Its, It's) (Julia's, Julias) turn now.
3. Is this book (yours, your's)?
4. (Your, You're) going, (aren't, ain't) you?
5. (It's, Its) time to go home now, for (it's, its) after ten (oclock, o'clock).
6. A little baby must have (its, it's) (mothers', mother's) care.
7. (Theirs, Their's) not to reason why.
(Theres, Theirs) but to do or die.
8. The children won't be able to come. (There, they're, their) all having the chicken pox.
9. She (doesn't, don't) know how to run the car.
10. (Heres, here's) all you want of them.
11. Van Hise (don't, doesn't) keep (mens, men's, mens') shirts.
12. (You're, Your) expected at four (o'clock, oclock).
13. It (don't, doesn't) matter much which way you do the work.
14. We do not yet know (who's, whose) going, or in (who's, whose) car we shall go.
15. (Its, It's) a fine day, (is'nt, isn't) it?
16. (There's, Theirs) only one house on the block, and that is (there's, theirs, their's, theirs').
17. (Ulysse's, Ulysses', Ulysses's) voyage was over and done.
18. Both the girls are now (clergymen's, clergymens') wives.
19. (It's, Its) impossible for it to run on (it's, its) own power.
20. (Jesus', Jesus's) emphasis upon love and service for (one's, ones') fellow men was something new to those who heard him.

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EXERCISE 3. Supply the necessary apostrophes in the following sentences. Make any other necessary corrections. Remember that the possessive personal pronoun does not take the apostrophe; in a noun the apostrophe comes before the *s* if the word does not end in *s*, and after the *s* if the word does already end in *s*; in a contraction, the apostrophe fills up the gap left by dropping one or more letters.

1. This is the hottest day Ive ever seen.
2. Samuel Clemens most popular characters are Huck Finn and Tom Sawyer.
3. Thats an appreciable disturbance; Ive lost over an hours time.
4. Youre not going to renege now, are you?
5. Its my opinion that theyre going to lose the series this year.
6. He designed the princess gown, but he dont like it himself.
7. Theyre looking for a copy of Gibbons history of Rome.
8. Connecticuts charter was kept in an old oak.
9. Massachusetts rights were not recognized.
10. Theyve never given us our wages.
11. Theres plenty of work for you here.
12. The house they live in isnt theirs'.
13. We cant possibly get there by three oclock.
14. They dont know that youre going, do they?
15. Its astonishing how seldom its engine needs overhauling.
16. Whos expected to be there?
17. Wheres your last report?
18. The generals order was immediately obeyed.
19. I do not like that artists' conception of the Nativity.
20. You shouldnt say it isnt true; you dont know.

EXERCISE 4. If you are using a book in class that contains reproductions of conversation as we do talk rather than as we ought to talk, your teacher will select a passage for you to study. Notice how many apostrophes are used. Can you now explain almost all of them?

EXERCISE 5. Try to write a story in which you reproduce conversation exactly as you hear it. If you can learn to do this, you have taken one important step in your success as a story writer. Not many authors can do it. They either make the conversation too bookish, or they make it very unnatural in an attempt to be funny.

EXERCISE 6. Write the following from dictation. Try to make what you write 100 per cent free from errors. Be ready to explain all capitals and punctuation marks about which you have already learned.

Finally, after having made various minor excursions, I have settled down to the works of Thomas Love Peacock, of whom I had read nothing except some poems. Why? I don't know, but I think his name has repelled me. Anyhow, I am thankful now that I've been able to come fresh to Peacock's novels. *Nightmare Abbey* and *Headlong Hall* are not great masterpieces, but they are certainly small masterpieces. They are take-offs on oneself and one's friends.

PROBLEM 49

QUOTATION MARKS

Problem: *To learn to use quotation marks in writing ordinary conversation.*

The indirect quotation. When we give the sense of what another person has said, but do not repeat his exact words, we call the expression an *indirect* quotation. Indirect quotations are not enclosed in quotation marks.

It was Henry Clay who said that he would rather be right than be president. (What were Clay's exact words?)

The manager replied that he did not wish to hear that old story again. (What may have been the manager's exact words?)

Harry said that he would not do it, whatever they might say. (What were probably Harry's exact words?)

The direct quotation. When we give the exact words of another, we call the expression a *direct* quotation. That is, we quote his words directly, exactly. *Direct quotations are enclosed in quotation marks.* Most of those that we deal with here will be speeches in conversations.

It was Henry Clay who said, "Sir, I would rather be right than be President."

"I do not wish to hear that old story again," replied the manager.

"I won't do it," said Harry, "whatever you may say."

"Yes, you may go whenever you wish," said Mrs. Allen graciously. "Please send Jeanette in when you leave."

EXERCISE 1. Point out the direct quotations in the following sentences, the expressions that give the exact words of the speaker.

1. "Alfred," said Mr. McAllister, "where did those pebbles come from in that brown sandstone cliff?" (6b)¹

2. Alfred had to reply, that he did not know.

3. "Grace, I believe you are more interested in your finger nails than you are in your intelligence!" snapped Mrs. Stewart. (5)

4. He wondered where he could find an account of the early history of Virginia.

5. She says that he is interested in finding out the distance from the earth to each one of the planets.

6. "If you want to get rich," opined Mrs. Budfish, "invent a way to get rid of moths and bedbugs." (6b)

7. All the doctors say that the epidemic will soon pass if we are careful about not assembling in crowded places.

8. "No," disagreed Mr. Morrell, "there is nothing whatever good about the place." (6b)

9. "Whenever you want especially to please me," said Mrs. Crane, "just sing that song." (6b)

10. "And you think your little old pup is the best dog in the neighborhood," laughed Uncle Al. (5)

¹ The numbers in parentheses refer to rules on pages 216-217.

11. "Hello, Bill; where you been?"

"I just came back from Jack's burial."

"Oh, Bill, is Jack dead?"

"Well, if he isn't, they played a dirty trick on him." (2)

12. Little Mary was in the side show of the big circus where the champion fat woman was on display.

"O ma, ma, I wish I was big like her," said Mary. (5)

"For heaven's sake, Mary, why?" asked her mother. (5)

"So's I could have a big stocking like hers to hang up for Christmas." (2)

13. A boy who lived near Benjamin Franklin once said to him, "Mr. Franklin, who is usually the boss in the household, the husband or the wife?" (4)

"Well, son," said Mr. Franklin, "you take three horses and fifty hens and start around the country asking each family the question you just asked me. At each house where the woman is boss, leave a hen. At each house where the man is boss, leave a horse." (6*b*)

The boy did as he was told. Finally he had only one hen left, but still had the three horses. At the next house the man, in answer to the question, said he was boss in his family. "Very good," said the boy. "You may have your choice of these three horses." (6*c*)

"I'll take the white one," said the farmer after looking them over. (5)

But his wife called him aside and engaged him in a few moments' conversation. Then the farmer returned and said, "I've changed my mind. I'll take the bay." (4)

"No, you won't," said the boy. "You get the hen." (2, 6*c*)

You know that a direct quotation is enclosed in quotation marks; that an indirect quotation is not enclosed in quotation marks. Perhaps the next best rule for punctuating direct quotations is: Use your common sense; punctuate the expression as you would reasonably expect that it would be punctuated; do not make a Chinese puzzle of it.

Examining with your teacher the punctuation of the

stories above, you can make the following common-sense observations.

1. For every new speaker there is a new paragraph. (See any direct quotation.)

2. Each separate speech is enclosed in its own set of quotation marks. The punctuation and capitalization *inside* the quotation marks, except for commas noted below, are the same as though there were no quotation marks. (See any direct quotation, especially sentences 1, 3, 11, 12, 13.)

3. Most direct quotations are accompanied by expressions such as *he said*, *he replied*, *he answered*, which may come before, after, or in the middle of the quotations. (See almost any direct quotation above.)

4. When the *he said* expression comes *before* the quotation, it is separated from the quotation by a comma.

Whereupon the piper blew a note upon his pipe and said,
"You will dance to my music, sweet lady."

The piper said, "....."

There are no quotation marks around the *he said*. (See quotations above numbered 4.)

5. When the *he said* expression comes *after* the quotation, it is separated from the quotation by a comma, just as when it comes before. Of course, if there is a question mark or an exclamation point at the end of the quotation, you do not need the comma too.

"The table now belongs to me," said Mary.

".....," said Mary.

"Shall I give you some salad?" asked Mrs. Galliard.

".....?" asked Mrs. Galliard.

"Oh, look at our new car!" cried Alice excitedly.

".....!" cried Alice excitedly.

There are no quotation marks around the *he said* expression. (See quotations above numbered 5.)

6. When the *he said* expression comes *inside* the quotation, continue to let your common sense help you.

a. Since the quotation marks enclose the direct quotation and *not* the *he said*, the first pair of quotation marks has to be completed before the *he said*, and a second pair started after the *he said*. (See any quotation numbered 6*a*, 6*b*, or 6*c*.)

b. If the *he said* is inside of a sentence, it is set off on both sides by commas.

"I cannot understand," said Mary, "why we should study grammar."

".....," said Mary, "....."

There are no quotation marks around the *he said*. (See quotations marked 6*b*.)

c. If the *he said* expression comes in the quotation after a sentence that would ordinarily end with a period, this part of the quotation is set off by a comma, and the period is moved to the end of the *he said* expression. (This is because the words inside the quotation marks are the object of the verb in the *he said* expression, and the sentence is not complete without this verb. It would be a fragment, a mere noun clause, without the main verb in the sentence.) Of course the next sentence begins with a capital because it is a new sentence and is enclosed in quotation marks because it is a direct quotation. Study this form carefully, for you are more likely to find it difficult. (See quotations above marked 6*c*.)

"I cannot believe that of him," said Asa. "I have known him too long."

".....," said Asa. "....."

Although this is not all there is to be known about direct quotations, it will cover practically all the needs of the high-school pupil.

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Except for an occasional "rule-minded" pupil, it is certainly better that you do not try to learn these rules. Study them with the illustrations and notice that what the rule tells you to do is what your common sense would tell you to do if you were writing without rules. Use the rules in doing the exercises below and in writing original conversations until you can use 90 per cent of the punctuation marks required in reproducing a conversation.

EXERCISE 2. Study the stories in Exercise 1 and give the common-sense reason for each mark of punctuation.

EXERCISE 3. Review the requirements in punctuation at the head of this unit and give the reason for each mark of punctuation on a page of conversation in some book you are using in class.

EXERCISE 4. Punctuate the following passages. Be ready to give the reason for each mark that you supply.

1. Then the witch said come with me to-night to the hollow gum tree and you shall know. But alice smilingly replied your broom-stick is not large enough for us both.

2. Patrick Henry's words give me liberty or give me death have become familiar to every American schoolboy.

3. Roger could not help answering you might practice what you preach mr augur.

4. Jesus said forgive them Father for they know not what they do

5. It was he who said this nation cannot remain half slave half free

6. Gooch you got to get on to your job and stop that left end roared the coach.

7. Will you let me help you sweetly suggested Aunt Laura.

8. You might try iodine jeered the new nurse.

9. Dont you worry Julius will take care of Annie taunted Floyd.

10. Look look de dam is busted yelled Baptiste

EXERCISE 5. Make any necessary corrections in the following sentences and tell why you do so.

1. When you get back said Mrs gentle we shall have a surprise for you.

2. Oh fred begged martha please dont make a fool of yourself that way

3. Mrs narr complained that inez took so dreadfully long to dress that she was always late wherever she went.

4. Sho nuff I runned admitted mose but boss taint no shame to run when yore skeered.

5. Do you think you could go asked the captain with an anxious look upon his face if you could get someone to do your work while you are gone

6. What happened to you asked george we have waited for you over fifteen minutes.

7. Look at them swarming over that hill yelled the sargeant theres a thousand of them

8. Will they have the new building done by christmas asked the superintendent we should like to begin to move in right after new years day.

9. Whoa pompey sang out J. Washington Pilchard as he drove his old yellow mule up to the hitching post on christmas morning anybody home in there

10. When was Roosevelt president of the United States, james asked Miss D'Angelo looking at him hopefully why james dont you know that she added when he did not respond

EXERCISE 6. The teacher will dictate to you a story or a passage from a book including conversation. Try to punctuate it correctly.

EXERCISE 7. Write out an incident that has occurred around the school involving what different people said. Get the punctuation correct.

EXERCISE 8. Write the best joke you ever heard, being careful with your punctuation.

Continue to do such exercises as those suggested in 2, 5, 6, and 7 until you can punctuate a conversation correctly.

EXERCISE 9. *Test on punctuation*, with special attention to the apostrophe and quotation marks. Complete the punctuation for the following passage. Give the reason for each mark of punctuation inserted.

A revenue officer down in the mountains of Kentucky hunting moonshine stills overtook a fourteen-year-old mountain boy.

Sonny do you suppose there are any moonshine stills around here he asked confidentially.

I reckon thar might be replied the lad.

Is that so! Would you like to make five dollars to-day asked the officer.

Shore nuff.

Then tell me where there is one of these stills working.

An I get five dollars for that asked the boy

Yeup

Theres one right up there behind that knob said the boy soberly going full blast.

The officer started up the hill.

Wait a minit mister called the boy wheres my five dollars

Dont get anxious sonny youll get your five dollars. Im a United States government official and I keep my promises

But Id rather have my five dollars now

Dont worry, I tell you. Ill give you your money as soon as I come back from up there.

Id rather have my five dollars now, though, mister. You aint a comin back from up thar.

PROBLEM 50

ADJECTIVE AND ADVERB

Problem: *To learn to avoid confusion in the use of the adjective and the adverb.*

Review: Problems 19, 21, 33.

EXERCISE 1. *Review.*

1. What is an adjective?
2. What is an adverb?
3. How can you make adverbs from such adjectives as *sweet, quick, near*?
4. Give a list of the verbs that, like the verb *to be*, may be followed by predicate adjectives.
5. Write five sentences in which you use five of these verbs with predicate adjectives.

Confusion of adjective and adverb. Persons who are careless with their speech or writing frequently use adjectives when they should use adverbs, or, much less frequently, use adverbs when they should use adjectives.

EXERCISE 2. Determine what each of the italicized words modifies and tell what part of speech it should therefore be. Remember that adverbs usually end in *ly*. What questions do adverbs usually answer?

1. She sings very *sweetly*. (How does she sing?)
2. He did it *quickly*. (How did he do it?)
3. I *near* fell off the horse. (What does *near* modify?)
4. He is running *slow* now. (Look up in a dictionary.)
5. We could see him very *plain*.
6. She dresses very *neat*.
7. The moon was shining *bright*. (Look up in an unabridged dictionary.)
8. Honest, I could *scarce* say a word; I was so surprised.

9. Tom spoke very *easy* I thought.

10. We all did our work *nicely*.

To the person who is careful with his speech and knows a little grammar such distinctions offer little difficulty. The trouble comes in the fact that many of us are not careful, especially in our conversation. Make a list of all errors due to the confusion of adjectives and adverbs that you hear in a single day.

Five difficult distinctions. There are five adjectives and five adverbs that are often confused. Each adverb is irregular, that is, not formed from an adjective by adding *ly*.

<i>Adjective</i>	<i>Adverb</i>
good	well (usually)
real	very (<i>sometimes</i> really)
most	almost
some	somewhat
fine	well (usually)

EXERCISE 3. With your teacher, study the above list of adjectives and adverbs; determine what the word from each pair of parentheses in the following sentences should modify; use the adjective if it should modify a noun or a pronoun; use the adverb if it should modify a verb, an adjective, or another adverb.

1. I slept (good, well) last night.
2. She was (most, almost) drowned when they got her out.
3. The glee club sang (real, very) (well, good).
4. She is (most, almost) finished now.
5. The nurse says he feels (some, somewhat) better now.
6. She's a (real, very) good-natured girl.
7. Yes, they seemed (real, very) glad that we came.
8. I can do it just as (good, well) as he can.
9. He plays (fine, well). You (sure, surely) ought to hear him.
10. When we were (most, almost) there, we heard the (real,

very) good news that the team had played the first game (fine, very well).

EXERCISE 4. Choose between the words in the parentheses in the following exercises and give the reason for each choice. What does the word you choose modify?

1. Uncle Al is doing (well, fine) in his business.
2. He spoke very (brief, briefly).
3. Our car is running (good, well) this year.
4. The baby smiled very (sweet, sweetly).
5. Why does Ruth always walk so (lazy, lazily)?
6. Even our melons are doing (some, somewhat) better.
7. The young hot-head (most, almost) ran over us.
8. Things are growing (fine, well) in our garden this spring.
9. Oh, don't walk so (slow, slowly). Hurry up.
10. That is a (real, very) pretty dress she has, isn't it?
11. He never speaks very (distinct, distinctly).
12. His speech was always (distinct, distinctly).
13. We have learned (most, almost) all there is to know about adjectives and adverbs.
14. We could pretty (near, nearly) always make two dollars a day.
15. We could (most, almost) always make two dollars a day.
16. His mother said he was (some, somewhat) worse.
17. I heard they had a (real, very) good time at the party.
18. He (sure, surely) did run fast.
19. I like to hear him talk because he expresses his ideas so (nice, nicely).

EXERCISE 5. Write sixteen original sentences in which you use correctly each of the following words. Be ready to tell why the word that you use in each sentence is correct and why the other would have been wrong.

sweet, sweetly; quick, quickly; polite, politely; near, nearly; sure, surely; slow, slowly; neat, neatly; bright, brightly.

EXERCISE 6. Continue as in Exercise 5.

awkward, awkwardly; beautiful, beautifully; easy, easily; good, well; most, almost; real, very; fine, well; some, somewhat.

EXERCISE 7. Have your class secretary collect all the mistakes due to a confusion of the adjective and adverb that he hears in the classroom during two or three days. Those who are guilty of making this type of error should make a special effort to learn and use the correct forms.

EXERCISE 8. If this error is very common in your group, divide the class into two teams. Let A in team 1 make a sentence like sentence 1 in Exercise 4 and call on A in team 2 to correct it. Continue around the class until everybody has had a chance to make and correct a sentence, and until errors of this type have been eliminated.

Adjectives with verbs of the senses. You are not yet required to know about the use of adjectives rather than adverbs with verbs of the senses and other coupling verbs studied in Problem 33, but you may wish to know that they are predicate adjectives modifying the subject, not adverbs modifying the verb.

That coffee smells *good*.

Good is an adjective modifying the subject, *coffee*, not an adverb modifying the verb *smells*.

Notice that when *good* and *well* are both used as adjectives, the antonym for *good* is *mean*, *immoral*, *unsatisfactory*. The antonym for *well* is *ill*, *sick*.

He looks *good*. (He looks like a good boy; he looks satisfactory.)

He looks *well*. (He does not look ill or sick.)

★EXERCISE 9. Try to decide which of the two words in the parentheses to use. Explain each choice. If the word

modifies the subject, use the adjective; if it modifies the verb, use the adverb. Try substituting the verb *to be* when in doubt.

1. Since he had his operation, he feels very (good, well).
2. That tastes (real, very) (sweet, sweetly).
3. That exercise appears to be (most, almost) (perfect, perfectly).
4. That meat (sure, surely) smells (bad, badly).
5. He became (almost, most) faultless in his work.
6. Yes, I can't see anything the matter with her. She seems (fine, well).
7. I am growing (weary, wearily).
8. My lilac bush grows too (slow, slowly)
9. That fudge tastes (most, almost) (good, well) enough for a king.
10. George looks (fine, well). He looks almost as (good, well) as he did before he went to the hospital.

For further exercises see Problem 74.

PROBLEM 51

THE DOUBLE NEGATIVE

Problem: *To learn to avoid the double negative.*

If a boy gets up so late in the morning that he has no time for breakfast, he may say to his mother:

I can't eat any breakfast this morning.

That would be a correct sentence. But he may say what a good many boys do say:

I can't eat *no* breakfast this morning.

His words really mean, "I *can* eat *some* breakfast," which is not what he would wish to say at all. The two negatives, *can't* and *no*, have changed the meaning of the

sentence. Two negatives make a positive. Perhaps you have had the same rule in mathematics.

Nobody never comes to see me.

Very good ; if nobody never comes, then somebody comes.

Do not use the double negative. It is practically always wrong.

EXERCISE 1. Point out the double negatives in the sentences below and correct them. Correct any other errors.

1. I never get no A's on my report card.
2. They haven't had no visitors this summer.
3. I ain't got no room to study in at home.
4. Nobody never told me that.
5. Won't you never learn to spell?
6. I can't do nothing with him.
7. Aren't you never going to sleep?
8. They don't want no more vegetables from us.
9. He won't never obey her.
10. We couldn't find him nowhere.

EXERCISE 2. Fill in the correct forms from the parentheses below, and give the reason for each choice. The blank in Sentence 7 means that no word would be used if you should decide that *never* is not correct.

1. I (have, haven't) never seen such a hot summer.
2. We didn't plant (any, no) turnips this year.
3. We couldn't get (anywhere, nowhere) up that road.
4. Won't he (never, ever) go home?
5. He wouldn't let (anybody, nobody) do (nothing, anything) for him.
6. He (can, can't) never get a better job than that.
7. We (——, never) saw no caterpillars in the apple trees.
8. They (have, ain't got) no poplar on their land.
9. (Are, Aren't) you never going to give up?
10. He (will, won't) never sell that horse, I tell you.

EXERCISE 3. If students in your class use the double negative very often, make up original sentences like those in Exercises 1 and 2, and have them corrected by the class until this error has been largely eliminated from your conversations and discussions. Most errors in the use of the double negative are made with the following words: *never, ever; no, any; nobody, anybody; nowhere, anywhere; nothing, anything.*

EXERCISE 4. If this is one of your own most common errors, get your friends and the members of your family to remind you every time you make the mistake. They, too, may be learning a little grammar while they are helping you.

EXERCISE 5. Review and test on Problems 50 and 51. Correct all errors in the following sentences. Give the reason for each correction.

1. That motor certainly is running fine this morning.
2. Let's do the dishes quick to-night and get through early.
3. The ground just can't get no wetter than it is now.
4. Aren't you most dead after that long walk?
5. Doesn't Mary sew nice, Miss Temple?
6. There ain't no such thing as a jack-o'-lantern.
7. I can pitch just as good as he can.
8. We can't take that booby with us nowhere.
9. That nut came off easy enough.
10. I think Alex rows real well for a beginner.

PROBLEM 52

AGREEMENT OF SUBJECT AND PREDICATE

Problem: *To learn to make the subject and its verb agree in number and person.*

Review: Problems 16, 31.

EXERCISE 1. *Review.*

1. What do you mean by the subject of a sentence?
2. What do you mean by the predicate?
3. What part of speech is the subject likely to be?
4. What part of speech is the simple predicate—always?
5. Explain what is meant by singular number and plural number.
6. Find the simple subjects and the simple predicates in the sentences in Problem 48, Exercise 3. Tell whether the subject in each case is singular or plural number. Notice how the form of the verb changes when the subject is third person singular—a noun in the singular number or *he, she, it, this, that, who, one*, and so on.

Agreement in person of subject and predicate. An error made by many high-school pupils is the failure to secure agreement in number and person between a verb and its subject. Not many such errors, however, have to do with the person. We shall study that first and get it out of the way. With your teacher, study the forms below until you are familiar with what is meant by the person of a noun or pronoun. The use of the forms will become clear as you do the exercises that follow.

First person is the person speaking. *I, we.*

Second person is the person spoken to. *You.*

Third person is the person spoken about. *He, she, it, they*, and all other pronouns except *I, we, you*; and practically all nouns except nouns of address.

Notice that, in the conjugations that follow, the verb agrees with its subject in person and number; the third person singular of a verb always ends in *s* in the present tense; a third person singular noun takes the same verb form as *he, she, it*; a third person plural noun takes the same verb as *they*.

	Singular	Plural	Singular	Plural
1ST PERSON	I am	we are	I was	we were
2ND PERSON	you are	you are	you were	you were
3RD PERSON	he, she, it is (and singular nouns)	they are (plural nouns)	he, she, it was	they were
1ST PERSON	I have	we have	I do	we do
2ND PERSON	you have	you have	you do	you do
3RD PERSON	he has	they have	he does	they do

EXERCISE 2. Give oral sentences in which you use as subjects any of the following forms asked for by the teacher. Continue this exercise until you are familiar with the various persons and numbers of nouns and pronouns and their appropriate verbs. Vary your verbs as much as you can, using not only the forms above but a good variety of other verbs. Be ready to defend the form of each of your sentences in class and to criticize the work of the other pupils.

Person

Example

- Third singular of personal pronoun.....He smiles.
- First singular of personal pronoun.....I think so.
- First plural of personal pronoun.....We are sorry.
- Third singular of a noun.....Grass grows.
- Second plural of personal pronoun.....You know that.
- Third singular feminine personal pronoun...She is here.
- Third singular neuter personal pronoun.....It fell.

EXERCISE 3. You have corrected many sentences like those below in oral Problems 2, 13, 30, and 47. Can you now tell just exactly why they are wrong?

1. You wasn't there when I was.
2. Then I comes to bat and smacks out a three-bagger.
3. Nobody knew where we was.
4. We runs over and asks him what all the fuss is about.
5. Them Purcells never asks nobody for what they want.
6. John don't care what happens to him.
7. Was you there too?
8. That don't make any difference.
9. Was she and I chosen for the prizes?
10. She don't look very good in that dress.

Agreement in number between subject and verb.
Most of the errors in agreement of subject and verb are errors in number. These are among the most common errors of high-school students. In order to *know* the right form from the wrong form you must know the grammar involved. This will require careful study. Three rules you will find very easy. After mastering them you will be ready for the more difficult constructions.

1. A verb agrees with its subject in person and number.

RIGHT. We were. (plural subject, plural verb)

WRONG. We was. (plural subject, singular verb)

2. If two subjects are connected by *and*, the verb is plural.

Hydrogen and oxygen *are* elements.

3. If two subjects are connected by *or* or *nor*, the verb agrees with the subject nearer to it. (There is no difficulty when the two subjects are of the same person and number. The rule is helpful only when the subjects differ in either

person or number. Although it is well to know how to handle this construction, it is generally better to avoid it entirely.)

Neither the Stanleys nor Mr. Guenther *is* coming. (correct)
The Stanleys are not coming. Neither is Mr. Guenther.
(better)

EXERCISE 4. Select the correct forms for the following sentences and give the reason for each of your choices. In addition, when subjects of different persons or numbers are connected by *or* or *nor*, change the sentence involved so as to avoid the construction. Which of your revised sentences do you prefer?

1. A truck (is, are) passing the window.
2. Four trucks (is, are) in the garage.
3. We (work, works) all day long on the farm.
4. He (work, works) only eight hours in the office.
5. He and I (am, are) good friends.
6. Neither he nor I (am, is) going.
7. I cannot decide whether fall or spring (is, are) my favorite season.
8. Either commercial fertilizer or cowpeas (is, are) good for worn-out soil.
9. Arthur and Sylvia (is, are) both coming.
10. Either they or he (is, are) to blame.
11. Here (come, comes) Fred and Harold.
12. Here (come, comes) either Fred or Harold.
13. Either Forrester or you (is, are) to go after your father.
14. The typewriter and the fountain pen (has, have) almost displaced the old steel point.
15. Our cars or our house (has, have) to be sold.

There are certain difficulties of agreement that cause trouble for even well-educated people. We shall take these up one by one.

I. **Words between subject and verb.** Do not let words that come between the subject and its verb cause you to

forget what the subject is. (Note that *kind* and *sort* are always singular; that the object of a preposition cannot be the subject of a verb.)

EXERCISE 5. Find the subjects in the following sentences and make the verbs agree with them in person and number.

1. The man who runs these stores (is, are) very rich.
2. Jim, along with four other boys, (is, are) camping at Olav's.
3. A good knowledge of subjects and predicates and of phrases and clauses (help, helps) one in doing these sentences.
4. The style of these houses (is, are) very good.
5. The cost of our notebooks (is, are) not very great.
6. This sycamore with all its bare limbs (looks, look) ghastly in the moonlight.
7. The prices of various grades of cotton (have, has) fluctuated a great deal this year.
8. This kind of shoe with its brass buckles (hurts, hurt) my instep.
9. The sort of clothes that she wears (is, are) always striking.
10. The Fair, as well as the ten-cent stores, (sell, sells) these.
11. Your box, including fudge, stuffed dates, and a dozen oranges, (has, have) just been opened, Mother.
12. The hope of heaven with its many mansions (makes, make) many people lead a better life.
13. This car, although only one of the many that pass our door every day, always (attracts, attract) my attention.
14. What sort of meals (please, pleases) him better, hot or cold?
15. The kind of people who always (know, knows) more about my affairs than I do (makes, make) me tired.
16. (Is, Are) the kind of people that you like all in some other town?
17. I and four other girls (is, are) selling tickets for the play.

18. Two ties or a pair of shoes, whichever you decide, (belong, belongs) to me. The rest is yours.

19. He says that the kind of cows he has on his farm never (go, goes) dry.

20. Both the questions and the answers (is, are) on the teacher's desk.

II. In a sentence beginning with the expletive, *there*, the subject comes after the verb, but the verb agrees with its subject in person and number just the same. *There is a good breeze here* means *A good breeze is here*. *Breeze* is the subject in both sentences.

EXERCISE 6. Find the subjects in the following sentences and make the verbs agree with them in person and number.

1. There (was, were) three men in a boat.

2. There (is, are) a green hill far away.

3. (Is, Are) there forty-nine bottles hanging on the wall?

4. There (has, have) been four boys here already this morning.

5. There (doesn't, don't) seem to be much use in trying.

6. There (was, were) a great crowd of people at the railroad station.

7. In the front row at the Middlesex there (was, were) seven college men.

8. There (is, are) a mattress, two chairs, a silk hat, and a coal hod missing.

9. In spite of the fact that many of the girls on our corridor are working their way through college, there (is, are) a millionaire and two other wealthy girls here, too.

III. Certain words always take singular verbs. The most common of these with which you are likely to have trouble are *kind, sort, each, either, neither, one, anyone, anybody, someone, somebody, no one, nobody, everyone, everybody, a person, none*.

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EXERCISE 7. In the following sentences give the construction of the italicized words and then select the proper forms of the verbs from the parentheses.

1. Each *one* of these *girls* (is, are) reliable.
2. *Either sort* (have, has) a good chance.
3. We just know that *everybody* (is, are) going to be there.
4. Nobody in our *crowd* ever (works, work) for him.
5. Only *one* of the eight *glasses* (was, were) broken.
6. Every *one* of those *girls* (is, are) ready for the examination.
7. *Neither* of you two *boys* (is, are) on our list of guests.
8. Any *one* of my *daughters* (does, do) better work than she does.
9. Everyone (is, are) invited.
10. Either *one* or the other of *us* (is, are) expected to be present.
11. This *kind* of *deer* with long antlers (is, are) more courageous.

EXERCISE 8. Compose ten sentences similar to those in the above exercise. In class, as many students as possible will put their sentences on the board and call upon various other members of the class to select the correct forms and give the reasons for their choices. Continue this exercise until everybody can get the sentences right.

EXERCISE 9. Correct the following sentences and give the grammatical reason for each correction. For example, the first sentence should read, "*Either* of these watches *is* better than that." Since *either*, the subject of the verb, is singular, the verb must be singular. *Watches* is object of the preposition *of* and cannot therefore be the subject of the verb.

1. Either of these watches are better than that.
2. There's only three pencils here.

3. What product from these three states go all over the world?

4. A good character and a good education is necessary for success as a doctor.

5. He said a lion or a tiger, he don't know which, are out of the cage at the circus.

6. Blue and orange seems to be the stylish colors this year.

7. There are among all these ties only one that I would wear.

8. Her great ambition were fine clothes and a gay time.

9. Neither his bicycle nor his scooter, which were both given him for his birthday, are in running condition now.

10. The kind of slippers that they sell don't last very long.

11. Every clerk in their three stores are going to the dance.

12. Both the lawn and the garden has all grown up in weeds.

13. There was hardly fifty people in the church.

14. Every one of the little boys have a bicycle.

15. Neither his teacher nor his mother dare to oppose him.

16. The car together with a whole new set of tires were sold for \$700.

17. The kind of legislators that we send to Washington are a credit to this district.

18. There's too many men loafing on the streets just now.

19. Don't one of the fellows know the way?

20. This sort of apples grow in our orchard.

EXERCISE 10. Remember that the ability to do these exercises is of slight importance compared with the accuracy of your speech and writing. Look over the requirements at the head of this unit and write a theme that is free from all errors that you have now studied. Correct these themes in class, following the suggestions in Problem 45, Exercise 7.

EXERCISE 11. After a discussion in class decide upon the best way to eliminate these errors in agreement from your conversation and *do it*. What can you and your friends do? What can be done at home? What in the English room?

What in other classes? Can anything be done in the school as a whole? Remember that the errors dealt with in this problem are among the most common in the language.

EXERCISE 12. Write the two sentences below from dictation. Try to be absolutely correct in using and giving reasons for all capitals and punctuation marks that you already know about.

"Number, please?" asked the telephone operator.

"Number nothing," replied the small boy who had just deposited a nickel in a public telephone coin box. "I want my chewing gum."

★**Minor difficulties in number.** Most of the failures to make the verb agree with its subject in number and person are due to a failure to keep in mind what the subject is; but there are a few words that sometimes cause difficulty because we really do not know whether to use the singular or plural.

Collective nouns. The largest group of words that cause us difficulty is formed by the collective nouns such as *committee, council, government, army, crowd, group, company, class, team*. These words take the singular verb when the writer is thinking of the whole group as a single unit. They take the plural verb when the writer is thinking of the members that compose the group.

The committee has decided to purchase the Lalor property. (That is, the committee as a whole has decided.)

The committee are in perfect accord in the matter. (That is, the individual members agree with one another.)

Such sentences may often be improved by using *members* for the subject, as, *members of the committee, boys on the team, the girls in the class*.

Nouns taking either singular or plural verbs. Another group of words that may take either the singular or plural

verb, depending upon what the writer has in mind, includes *most, some, all, rest, number, pair, dozen*.

Most of the house has been painted.

Most of the girls have been painted.

All is finished; nothing remains to be done.

All are going; not one will remain.

The rest is not worth taking.

The rest are being shipped by boat.

Irregular plurals. A few words in English that do not form their plurals regularly, sometimes cause difficulty in securing agreement between subject and verb. It is probably easier to look up such words in a dictionary than to try to learn rules about them.

★EXERCISE 13. Give from a good dictionary the singular and plural forms of the following words: *index, scissors, fish, deer, shears, measles, trout, ton, datum, court martial, son-in-law, dice*.

★EXERCISE 14. Choose between the forms in the parentheses and give the reason for each choice. ~~If~~ you think either form might be used, tell why. Which sentences might be improved by having some such word as *members, boys, men, girls* for subject?

1. Deer (is, are) plentiful in West Virginia this year.
2. The senior class at the Girls' High School (is, are) going to wear uniform white dresses at commencement this year.
3. The team (has, have) decided to play one more game.
4. There (is, are) just a dozen left.
5. The data that we have (is, are) insufficient.
6. The American people (is, are) desirous of justice for all.
7. There (is, are) a number of them still waiting.
8. Weakfish (is, are) very good to eat.
9. The city council (is, are) in perfect agreement that the traffic laws must be revised.

PROBLEM 53

THE SIX TENSES

Problem: *To learn to recognize the six tenses used in English and to avoid undesirable shifts in tense.*

The primary tenses. The word *tense* means time. By the tense of the verb we mean the time denoted by the verb. All time is divided into the present, the past, and the future. Therefore we say that the present tense tells something that is occurring now, in present time; the past tense tells something that occurred in past time; the future tense tells of something that will occur hereafter, in future time.

EXERCISE 1. Examine the sentences below, and tell whether each verb denotes present, past, or future time. In other words, tell whether each is present, past, or future tense.

1. I like this book very much.
2. I liked this book when I read it last year.
3. I shall like this book very much when I read it, I am sure of that.
4. This train runs forty miles an hour.
5. This train will run forty miles an hour.
6. This train ran forty miles an hour.
7. Mary is asking for permission to form a club.
8. Was Mary asking for permission to form a club?
9. All their money is kept in the bank.
10. All their money was kept in the bank.
11. He does work hard. I know he does.
12. He did work hard. I know he did.
13. Who of all the pupils that you know really tries hardest?
14. Those who win in the semi-finals are permitted to enter the finals.
15. Some French scientists predict that we shall have no warm weather next summer.

16. The life guard who was at the lake last summer was drowned.

17. Men who are in politics must know what the people want.

18. The sun is building up energy in the plants for us to use during the winter.

19. We were running very slowly when the accident happened.

20. After ascending the river as far as possible, we made a long portage.

EXERCISE 2. Find all the verbs in the present, past, and future tenses on two pages of some book that you are using in class.

EXERCISE 3. Write four sentences in the present tense, four in the past, four in the future.

The perfect tenses. A perfect tense is a tense that tells of something's happening previous to some other time. It always has with it a helping verb like *have, has, had, shall have*, and so on. Study the forms below. Can you tell the difference in time between them? Notice what time each of the perfect tenses denotes and what helping word goes with each one.

PRESENT: The wind blows, or is blowing, or does blow.

PRESENT PERFECT: The wind has blown. (Before the present time)

PAST: The wind blew *or* was blowing *or* did blow.

PAST PERFECT: The wind had blown. (Before some past time)

FUTURE: The wind will blow.

FUTURE PERFECT: The wind will have blown. (Before some future time)

You will observe that there are three perfect tenses, present perfect, past perfect, and future perfect. The present perfect tense tells of something that has happened previous

to the present time and is accompanied by the auxiliary *have* or *has*. The past perfect tense tells of something that happened previous to some past time, and is accompanied by the auxiliary *had*. The future perfect tense, which you will rarely use, tells of something that will happen before some future time, and is accompanied by the auxiliaries *shall have* or *will have*. An easy way to remember these perfect tenses is to remember the auxiliaries that go with them. A better way is to see what time each of these verbs really expresses. Notice that there are three tenses that denote past time. The diagram below has helped many pupils. Study it with your teacher.

TENSE	Past Perfect	Past	Present Perfect	Present	Future Perfect	Future
TIME EXPRESSED	Before Past	Past	Before Present	Present	Before Future	Future

EXERCISE 4. Tell the tenses of the verbs in the following sentences.

1. Ralph has made some very useful things in his manual-training class this year.
2. The earth revolves around the sun once a year.
3. Many persons who are color-blind cannot tell red from green.
4. A man once wore glasses that caused everything he saw to look upside down.
5. Many people had noticed that falling apples did not fall up, but Newton wanted to know why they did not.
6. Our little white blood corpuscles have protected us from many different illnesses ever since the day we were born.
7. We shall know more about the causes of the World War by the time we are grown up.

8. The leaves will have disappeared from the trees by Thanksgiving Day.

9. The teacher gave us a long lesson.

10. Physicians and health departments have greatly reduced the number of deaths from disease.

11. When will the diphtheria sign be taken from the door?

12. The fever had disappeared before the doctor arrived.

13. Have the sun spots anything to do with the kind of weather we have?

14. How much possibility is there that the earth will become too cold to live on?

15. What has drawn the sap all the way from the ground to the topmost twig of this tree?

16. Our apple tree is putting on its pink robe to welcome the spring.

17. We could not imagine what had caused the wild geese to go north so early.

18. The water was running swiftly beneath the ice.

EXERCISE 5. Find four examples of each of the six tenses, except the future perfect, from some text that you are using in class.

EXERCISE 6. Try telling the tense of every verb on a page of some text that you are using in class. The teacher may have you omit participles, infinitives, and gerunds.

EXERCISE 7. Write out eighteen original sentences, three for each of the six tenses. As the teacher calls for one tense after another, try to give each one to her without looking at your paper. Continue exercises similar to 4, 5, 6, and 7 until the six tenses are familiar to you.

The shift in tense. An error that is not very common but that is looked upon as especially childish is the undesirable shift from one tense to another, whether this shift occurs in going from one verb to another within a clause, from one coördinate clause to another, or from one sen-

tence to another. It is not true that one should not change the tense in any of these constructions, but, if one does so, one should do it only as a conscious attempt to gain a better effect. Such shifts as those in the sentences below should be avoided.

She came up and asks me to go. (Shift from past to present in same clause.)

Fred runs over to our house last night and told us his mother was sick. (Present to past in same clause.)

It was getting late, and grandfather places another log on the fire, and we children huddle closer to him. (Past to present in succeeding coördinate clauses.)

The scene is interrupted by a knock on the door and a detective named Wister walked in. (Present to past in succeeding coördinate clauses.)

The door opens and Falder walks in. He asked Mr. Howe for one more chance. (Present to past in succeeding sentences.)

He dies after being taken to the country where they thought he might be cured. He was a boy of nineteen years of age with the mind of a child of four. (Present to past in succeeding sentences.)

Although it is usually not well to shift the tense in going from verb to verb, from main clause to main clause, or from sentence to sentence, the tenses in the main clause and in subordinate clauses are very likely to be different.

The problem of sequence of tenses in English is too complicated to be attempted here, but choosing between the forms below may help you to sense the right forms in your own work.

EXERCISE 8. Choose the right form in each sentence in which a choice is offered.

1. The stranger's turn comes, and just before he (mounted, mounts) the horse he pats him on the back.

2. This (being, having been) found out, their troubles disappeared.

3. When his fiancée found out about this, she (is, was) greatly surprised.

4. Disturbed by the dream about Stuart, Warrington wakes up again and asks if they (have, had, have had) any word from him.

EXERCISE 9. Correct the tenses in the following sentences. Tell why you make each change. Make any other changes obviously needed.

1. Warrington was lying on a rudely constructed couch with a bandage on his head. There are several others about discussing the coming battle. In the room is General Lee, sleeping.

2. One day her father came to her uncle's house, though she did not know that it is her father, and she happens to meet him there.

3. He says he is coming to see them and his daughter. The vicar tries to stop him, but it was useless. He came. Seeing his daughter, he was ashamed to reveal to her who he really was, as he thought he is not worthy of her.

4. When thirty years of age he joined the Republican Party, and he tells us it is there that he began his political work.

5. No one could ride on Black Diamond because he is very fierce.

6. The men in the room persuade Warrington to go to sleep again, and he did so.

7. Marmaduke Trevor, who does not enlist, received a letter with a white feather in it. His fiancée found out about this and is greatly disturbed.

8. He tells them that he was in an unconscious state and hardly realized what he does when he was that way.

9. He confessed to the judge that he had been in love with June and has planned to use the money to take her away.

10. And old George slipped over to me and says, "Say, Bill, are you game for a little trip to-night?"

And I winked and says, "No, I got to take my mother-in-law to a fancy-dress ball."

PROBLEM 54

IRREGULAR VERBS

Problem: *To learn to use the various parts of irregular verbs correctly.*

Review: Problem 53, if it has not been recently studied.

Principal parts of verbs. All six English tenses are made on three forms of the verb, called principal parts. These three forms are the present tense, the past tense, and the past participle. The past participle is the form used with *have*, *has*, and so on, in making the perfect tenses.

Regular verbs. Most verbs in English form their past tense and past participle by adding *ed* to the present tense. The past tense and the past participle are just alike. Notice the forms below.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
knock	knocked	knocked

PRESENT: Our boys often *knock* home runs.

PAST: Our boys often *knocked* home runs.

FUTURE: Our boys *will* often *knock* home runs.

PRESENT PERFECT: Our boys *have* often *knocked* home runs.

PAST PERFECT. Our boys *had* often *knocked* home runs.

FUTURE PERFECT: Our boys *will have knocked* many home runs.

But these regular verbs cause little trouble. It is the irregular verbs over which we stumble so often, especially in our conversations.

Irregular verbs. Study the sentences at the top of the following page. Notice how the different tenses are formed. Remembering that the past participle is the form of the

verb that is used with the perfect tenses, point out the forms that are past participles.

PRESENT: We *go* down town every afternoon.

PAST: We *went* down town every afternoon.

FUTURE: We *shall go* to-morrow.

PRESENT PERFECT: We *have* often *gone* in the past.

PAST PERFECT: We *had* often *gone* before.

FUTURE PERFECT: We *shall have gone*.

You will observe that we have here used the principal parts of the verb *go*:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
go	went	gone

The present and future tenses are made upon the present tense form, the past upon the past tense form, and all the perfect tenses upon the past participle.

You have already dealt with a number of these irregular verbs in Problems 2, 13, 30, and 47, but without a study of the grammar necessary to a complete understanding of them. From now on you will be responsible for the correct use of the principal parts of any irregular verb. A list of those that are most important is given below. Those with the double star should receive your most careful attention. Those marked with the single star are also frequently misused.

The best way to be sure of using these verbs correctly is to memorize the principal parts of those that you know you misuse, just as you memorized the multiplication table; use them in frequent class drills; and watch them in your speech and writing until you are just as sure of using them correctly as you are of giving your address correctly. The words at the tops of the columns may help you to memorize the principal parts more easily.

IRREGULAR VERBS

<i>Present Tense</i> (To-day I)	<i>Past Tense</i> (Yester- day I)	<i>Past Participle</i> (I have or had often)	<i>Present Tense</i> (To-day I)	<i>Past Tense</i> (Yester- day I)	<i>Past Participle</i> (I have or had often)
**am (be)	was	been	freeze	froze	frozen
*ask	asked	asked	get	got	got
bear	bore	borne	**go	went	gone
		born	grow	grew	grown
begin	began	begun	hang	hung	hung
bend	bent	bent	hang	hanged	hanged
bid	bade	bidden	*have	had	had
	bid	bid	heat	heated	heated
bite	bit	bit	hold	held	held
		bitten	kneel	knelt	knelt
bleed	bled	bled	**know	knew	known
*blow	blew	blown	**lay	laid	laid
break	broke	broken	lead	led	led
*bring	brought	brought	lend	lent	lent
burn	burned	burned	**lie	lay	lain
	burnt	burnt	lie	lied	lied
*burst	burst	burst	light	lighted	lighted
*catch	caught	caught		lit	lit
choose	chose	chosen	loose	loosed	loosed
**come	came	come	lose	lost	lost
deal	dealt	dealt	mean	meant	meant
*dive	dived	dived	pay	paid	paid
**do	did	done	*prove	proved	proved
drag	dragged	dragged	**raise	raised	raised
draw	drew	drawn	read	read	read
dream	dreamed	dreamed	rid	rid	rid
	dreamt	dreamt	ride	rode	ridden
*drink	drank	drunk	*ring	rang	rung
drive	drove	driven	**rise	rose	risen
*drown	drowned	drowned	**run	ran	run
dwelt	dwelt	dwelt	say	said	said
	dwelled	dwelled	**see	saw	seen
**eat	ate	eaten	**set	set	set
fall	fell	fallen	shake	shook	shaken
fight	fought	fought	shed	shed	shed
flee	fled	fled	*shine	shone	shone
flow	flowed	flowed	*show	showed	shown
fly	flew	flown			showed
forget	forgot	forgotten	shrink	shrank	shrunk
		forgot	*sing	sang	sung

IRREGULAR VERBS—Continued

<i>Present Tense</i> (To-day I)	<i>Past Tense</i> (Yesterday I)	<i>Past Participle</i> (I have or had often)	<i>Present Tense</i> (To-day I)	<i>Past Tense</i> (Yesterday I)	<i>Past Participle</i> (I have or had often)
**sit	sat	sat	swim	swam	swum
slay	slew	slain	take	took	taken
slide	slid	slid	*tear	tore	torn
		slidden	**throw	threw	thrown
slink	slunk	slunk	thrust	thrust	thrust
speak	spoke	spoken	tread	trod	trod
spend	spent	spent			trodden
spit	spit	spit	*wake	waked	waked
	spat	spat		woke	
*steal	stole	stolen	wear	wore	worn
strive	strove	striven	weave	wove	woven
*swear	swore	sworn	weep	wept	wept
sweep	swept	swept	**write	wrote	written

EXERCISE 1. Write sentences in which you use each of the following verbs in each of the six tenses: *do, see, come, go*.

EXERCISE 2. Continue the above exercise for the verbs *cat, run, know, write*.

EXERCISE 3. For any of the verbs in Exercises 1 and 2 give orally the principal parts and a sentence involving any tense, person, and number that the teacher may request. After you have had a little practice, the better pupils may take the place of the teacher in asking the questions. Still later, the pupil last reciting may ask a question of anyone else in class. *Exercises 3 and 4 are the most important in this problem. Be sure that you do them.*

EXERCISE 4. Continue as in Exercise 3 with any other verbs the teacher may assign or with verbs that the class may decide they need to study. Those starred are likely to be among those that you will most need to study.

EXERCISE 5. Select a few verbs that you know you misuse and make an arrangement with a friend or at home

by which your attention will be called to each slip of the tongue in using them.

EXERCISE 6. Bring into class a list of the mistakes in the use of irregular verbs that you hear in one whole day. Put as many as you can on the board and have them corrected by members of the class.

EXERCISE 7. Write out the following sentences, filling in the blanks with the correct forms of the verbs in the parentheses. Give the reason for each choice of a verb form.

1. Jim —— (come) in just before we had finished all the fried chicken.

2. We often —— (see) the wiser course after we have —— (do) what is wrong.

3. Yesterday we —— (run) over a duck that had —— (swim) across the canal and —— (walk) right in front of the car.

4. I had —— (write) about two hundred words when she —— (go) out of the room.

5. She had —— (do) her work and —— (go) home when Mrs. Wright arrived.

6. When you had —— (drink) the ginger ale, you —— (throw) the bottle on the floor. I —— (see) you.

7. How did you know that she had —— (drown) herself?

8. She had always —— (know) that she —— (eat) too much to be thin.

9. Last summer we —— (do) nothing whatever until the Allens had —— (go).

10. Because he knew that his promise had been —— (break) he —— (shrink) from meeting her.

EXERCISE 8. Continue such exercises as those suggested above until you have mastered the common irregular verbs. Exercises 3, 4, and 7 will probably prove most helpful.

PROBLEM 55

THE VERB: TRANSITIVE AND INTRANSITIVE

Problem: *To learn to distinguish between and to use correctly transitive and intransitive verbs.*

Review: Problems 31, 32, 33, and 50, Exercise 4.

Transitive and intransitive verbs. One of the best helps in avoiding certain common errors in the use of such verbs as *lie, lay; sit, set; rise, raise* is to learn to distinguish between transitive and intransitive verbs.

A *transitive verb* is a verb that takes an object. An *intransitive verb* is a verb that does not take an object.

The kingfisher *is* a beautiful bird. (Intransitive)

We *saw* a kingfisher this morning. (Transitive)

That nest *belongs* to the kingfisher. (Intransitive)

The kingfisher *caught* a sun perch. (Transitive)

The kingfisher *lives* on fish. (Intransitive)

EXERCISE 1. *Review.*

1. What do you mean by the direct object of a verb? Illustrate.

2. Find ten direct objects of verbs in Problem 32, Exercise 1, and tell the verb that governs each one.

3. What verb never takes an object? Give five or six different forms of this verb.

4. What (rather than an object) is likely to follow such a verb?

5. Find five predicate nominatives and five predicate adjectives in Problem 33, Exercise 1.

6. Since a transitive verb is one that takes an object and an intransitive verb is one that does not take an object, is the verb *to be* transitive or intransitive?

7. What other verbs are called *linking verbs* because they connect subjects with predicate nominatives (which are the

same things as the subjects), or with predicate adjectives (which modify the subjects)?

8. Find five predicate adjectives and as many predicate nominatives as you can in Exercise 2 of Problem 33 and Exercise 4 of Problem 50.

9. Find five transitive verbs and five intransitive verbs among the sentences that you chose in answer to questions 2, 5, and 8.

A clear understanding of the verbs *sit* and *set*, *lie* and *lay*, *rise* and *raise*, will very likely save you a great deal of trouble. Notice three things about each of these verbs: what it means, whether it is transitive or intransitive, its principal parts.¹

Sit and set. *Sit* (*sat*, *sat*) means "to be in a position," "to rest somewhere." It is an intransitive verb and hence does not take an object.

Mother usually sits in the back seat.

The old clock sat on the mantel.

We have often sat up late.

Set (*set*, *set*) means "to put or place." It is a transitive verb and therefore takes an object. Find the object in each sentence.

We set (place) the bookcase in the corner.

Mrs. Munsen sets (puts on the nest) a dozen hens each year.

I have set (placed the hands correctly of) my watch.

The seniors set (put up) a good example for the freshmen.

EXERCISE 2. Choose between the two forms in each pair of parentheses and give the reason for each choice. Tell whether each verb is transitive or intransitive and give your reason. Before you choose any word, think of the

¹ There is a notion abroad that only people *lie*, *sit*, or *rise*, while things *lay*, *set*, and *raise*. This is wrong. Dogs can lie in the corner. Books can lie on the table.

meaning demanded in the sentence, whether the verb takes an object or not, and then of the principal parts of the verb.

1. A jeweler (sits, sets) diamonds.
2. She was (sitting, setting) on the stile.
3. Where did you (sit, set) the water kettle?
4. Alice, will you (sit, set) this package on the shelf in the closet?
5. We had (sat, set) there only a few minutes when the train came.
6. He could not remember where he had (sat, set) the box of records.
7. Will you (sit, set) the milk bottles out?
8. When the leader gave the signal, the people (sat, set) down.
9. Why don't you (sit, set) down?

Lie and lay. *Lie (lay, lain)* means "to recline, to rest." Like *sit*, it does not take an object and is therefore intransitive. Notice that the past tense of *lie* and the present tense of *lay* are exactly alike.

Mother is lying down this afternoon.

The soldiers lay nervously awaiting the attack.

We had lain there an hour watching the stars.

Lay (laid, laid) means "to put or place." Like *set*, it takes an object and is therefore transitive. Find the objects in the sample sentences.

We usually lay our books on the table when we get home.

This hen has laid 175 eggs this year.

They laid the sidewalks before we bought the lot.

EXERCISE 3. Same directions as in Exercise 2.

1. My coat is (lying, laying) on the chair.
2. I (lay, laid) my glasses on the desk.

3. That dog always (lies, lays) down there by the stove when he comes in the house.

4. They have come out of the water and (lain, laid) down on the sand.

5. It was so warm that we (lay, laid) out on the grass till midnight.

6. No, they (lay, laid) the rowboat up on the beach, for she was (lying, laying) there when I came by this morning.

7. That pile of ashes has (lain, laid) out there for three years.

8. (Lie, Lay) the tiller down at the stern and let it (lie, lay) there till we get through with this reefing.

9. When night came, he (lay, laid) aside all his troubles, (lay, laid) down on his couch, and lived among memories of happier days.

10. Will you please (lie, lay) aside your work and (lie, lay) down for a while?

Rise and raise. *Rise* (*rose, risen*) means "to get up, to go up." It does not take an object and is therefore intransitive.

The sun rises in the east.

John rose when Mrs. Simpson entered.

The cost of living has risen since 1913.

Raise (*raised, raised*) means "to lift, to bring up, to cause to get up." It takes an object and is therefore transitive. Find the objects in the sentences below.

We raised twenty dollars for the children of Armenia.

The broom raises more dust than a vacuum cleaner.

Oscar has raised an important question.

EXERCISE 4. Same directions as in Exercise 2.

1. We never (rise, raise) any winter wheat.

2. The sun gorgeously (rose, raised) from the sea.

3. Attention! The President has (risen, rose).

4. Lincoln had (risen, rose up) from the cabin to the presidency.

5. The stallion (rose, raised) on his hind legs and pawed the air.

EXERCISE 5. Insert the correct forms of the verbs.

Lie or lay

1. Your umbrella is —— on the floor.

2. The carpenters will —— all the floors by Saturday.

3. Here I —— flat on my back while you wait on me.

4. We had —— too long on the cold ground.

5. Get up, Wilbur. You have —— abed too long now to get to school on time.

6. He did not get to school on time yesterday because he —— abed too long in the morning.

7. The masons are —— the foundation of the house this morning.

8. She had —— her program on a table in the foyer.

Sit or set

9. When he brought the box, I —— it on the floor.

10. That lazy boy has —— in that same spot for three hours.

11. Is it too early to —— out the tomato plants?

12. Do you —— in the same seat with her?

13. Was Hessler —— the pace in the quarter mile?

14. Let the lamp —— on the table till we get through here.

15. —— down, Mrs. Larson. —— your package there on that hassock.

Rise or raise

16. The temperature had —— fifteen degrees since morning.

17. The car in front of us was —— a lot of dust.

18. When he said that, he —— considerably in my estimation.

19. I had to —— up in bed to see what was going on.

20. While we are here, we are —— every morning at six.

EXERCISE 6. Write twenty original sentences in which you use correctly the various tenses of these six verbs. The other members of the class will criticize your sentences.

EXERCISE 7. Correct the following sentences and give the reasons for your corrections.

1. You will find your pen laying on the desk there.
2. Two girls were setten on the bench at 103rd Street when we went by.
3. We ain't never laid out on the beach all day.
4. My boy beats all for laying in bed in the morning.
5. Our ducks have lain very well this year.
6. Old Wilgus raised up and throwed a rock at us.
7. Lay down, Fido.
8. Sit this bag of flour in the pantry, Rose.
9. He has sat his level in the corner and lain his plane on the bench.

EXERCISE 8. Mistakes with the foregoing verbs are very common in speech. Make a list of the errors of this type that you hear in one day, put them on the board, and have them corrected by members of the class.

EXERCISE 9. If mistakes are made with these verbs at home, make your own arrangement to correct them.

EXERCISE 10. Continue with exercises such as 2, 3, 4, and 5 until you can use these verbs correctly and with ease.

EXERCISE 11. Review and test of Problems 52, 53, 54, 55. (a) Correct the following sentences. (b) Tell the reason for each correction. Frequently there is more than one thing wrong with a single verb. (c) Tell whether the corrected form is regular or irregular, transitive or intransitive, and give the tense. If verb is irregular, give the principal parts. For example:

Neither you nor John were laying on the deck.

(a) Neither you nor John *was lying* on the deck.

(b) Change necessary to make verb agree in number with nearest subject after *nor*. Verb has no object; therefore intransitive form should be used.

(c) Irregular, intransitive, past tense; *lie, lay, lain*.

1. We seen a man setting on the bank of the river right where that girl was drowned.

2. Any one of those boys are better at knocking down those pins than we was at sitting them up.

3. There was never three people in the boat at one time.

4. Then we sneaks up on him and catches him laying right under the observation balloon.

5. Then he laughed and says, "Either you or George have ate that candy."

EXERCISE 12. Same instructions as those for Exercise 11.

1. The sort of people that are always gossiping about other people's business make me sick.

2. There was about four hundred boys on the island this summer.

3. Not one of all my five daughters have succeeded in marrying a rich man.

4. It was a good show from start to finish and it ends happily.

5. On this day it will be decided whether Cæsar or his enemies was to rule Rome.

EXERCISE 13. The teacher will dictate the following letter. Try not to make a single mistake in applying any rule or principle that you have learned.

17 Concord Street
Austin, Texas
May 28, 1932

Dear Lady Gregory:

Knowing that you think a lot of my little sister, Jean, I thought I'd tell you of her latest adventure.

The other day Jean went over into our neighbors' yard,

climbed into their automobile, and sat down behind the wheel. There Mother found her sitting, after she had raised a great commotion hunting for her all over the neighborhood. When Mother asked her what she was doing there, she answered, "I'm going to Burlington to see Cousin Lois." Of course Mother was frightened, because she, in her profound knowledge of automobiles, thought that Jean might have turned any one of a dozen switches that would have started the car!

When are you going to be able to visit us, Lady May? It can't be too soon for me.

Lovingly yours,
Constance

PROBLEM 56

SPELLING

Problem: *To learn to spell with 95 per cent accuracy all words through Group 40-0 on pages 512-518.*

Review: Problems 9, 26, and 44.

Lose and *loose*. A special spelling lesson for this unit is to distinguish between the uses of *lose* and *loose*.

Lose oddly enough rhymes with *choose* and it means "to part with unintentionally"; as to *lose* one's pocketbook, to *lose* one's position, to *lose* a bet. *Lose* is always a verb.

Loose is usually an adjective. It rhymes with *goose* and means "not tied, not confined, free." The dog is *loose*. I have some *loose* change in my pocket. Get me some *loose* dirt from the garden.

EXERCISE 1. Fill in the blanks in the following exercises with *to*, *two*, *too*; *lose*, *loose*; or *o'clock*.

1. I think we are going _____ games this month.

2. This nut is _____. I am afraid it will come off before we get back.

3. These _____ men are going _____ fight _____ the

finish to-night at eight ———. One of them is going ———
———.

4. I am afraid it is ——— early in the season ——— play them. We might ———.

5. It is ——— ———. Shall I turn the colt ———?

EXERCISE 2. If necessary, continue with sentences similar to those in the above exercise until you have mastered these words.

PROBLEM 57

THE DICTIONARY

Problem: *To learn to find such differences as those of meaning, pronunciation, part of speech, and so on, in words that look alike in print.*

Various meanings for the same word. Many words that are spelled alike, pronounced alike, and are the same part of speech have, nevertheless, more than one meaning.

EXERCISE 1. Look up the following words and give two distinctly different meanings in the same part of speech. Be ready to illustrate each meaning in an original sentence. Can you think of other words similarly used?

Nouns

hop
beam
kite
boom
lay

Verbs

wash
lay
let
get
go

Verbs transitive or intransitive. Verbs are either transitive or intransitive in their use. Many verbs, spelled and pronounced in the same way, may be transitive in one sentence, intransitive in another.

EXERCISE 2. Look up the following verbs and tell whether they are transitive or intransitive. For those that may be

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either, give original sentences illustrating each usage. Can you think of other verbs that may be used both transitively and intransitively?

wash	watch
run	embarrass
go	get
sing	mutiny
encourage	catch

The same word as different parts of speech. Many words may be more than one part of speech, though their spelling and pronunciation do not change.

EXERCISE 3. Look up the following words and tell how many parts of speech each may be. Be ready to give a sentence illustrating each construction.

mean	stoop
might	that
fast	lay
salt	sound
watch	lie

The same word pronounced in two ways. A few words change their pronunciation, usually the accent, with a change of meaning or change in part of speech.

EXERCISE 4. Look up the following words and give the different pronunciations for the different uses of each word, usually different parts of speech.

row	use	absent	ferment
read	object	abuse	frequent
lead	produce	desert	progress
expert	record	gallant	subject
present	envelop	convert	retail
insult	refuse	minute	excuse

EXERCISE 5. Look up the following words in a dictionary and give the preferred pronunciation. (When more than

one pronunciation is allowable, the preferred form is given first.) If different students use different dictionaries, compare the pronunciations.

apricot	fakir	soot
been	kiln	telegraphy
bovine	papa	tomato
clarinet	pianist	vase
depot	quinine	wound
envelope (n)	rise (n)	yolk

EXERCISE 6. Make a list of ten words commonly mispronounced by students in your school, put them on the board in your classroom in sentences, and practice saying these sentences aloud until you are well on the way towards using the correct pronunciation habitually.

PROBLEM 58

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in Parts I-IV.*

EXERCISE 1. Review the requirements under capitalization and punctuation at the head of this Part and be ready to give an original illustration of each item.

EXERCISE 2. Enter in your individual error list any additional errors that you find you make during the following review, especially those in the list of requirements at the head of this unit. See page 531 for suggested forms for your note book.

EXERCISE 3. Write the following letter from dictation. Try to get it absolutely correct. Watch especially for punctuation in the heading and in the body of the letter. More than three errors will cause your paper to be ranked a failure:

1817 de Kalb Avenue
Norristown, Penn.
Jan. 16, 1921

The Oriental Rug Co.
Philadelphia, Penn.

Gentlemen:

Please deliver to me at the above address, C.O.D., the nine-by-twelve rug, XX212, which your salesman, Mr. Coshian, put aside for me this morning.

Yours very truly,
(Mrs.) Alice F. Grandson

EXERCISE 4. Give the reason for each capital and punctuation mark in the following exercise.

1. In the summer of 1761 the Senecas conspired with the Wyandots to capture Detroit by treachery and massacre the garrison, but the plot was thwarted by Colonel Campbell, the commandant. In other locations the English were not so fortunate. By the middle of the summer every post except Detroit, Niagara, and Fort Pitt had fallen into the hands of the Indians.

2. Yes, David, you may go ask your father. If he gives his consent to your driving your Uncle George's car, you may stop at the garage on your way back and get it.

3. Seeing the flames leaping from the attic window, I rushed into the living room crying, "Fire! Fire! Don't you know the house is on fire?"

EXERCISE 5. Correct the following letter. Give the reason for each correction.

74, Mongoose Street
New Haven Conn.
May 7, 1927.

Dear Joe:

I went fishing again yesterday but I didnt as good a time as we had the day we went to the breakwater for blackfish. I went down on the pier at Ft Hale. Their were a bunch of girls

out there and you know that girls giggles dont go very well with fishing.

I did pretty well, though, I caught eleven flats, three eels two cunnors and four or five sea robins. The are awful things to unhook. When they are mad and and those old horns stick up on their heads they look like a devil, sure enough. When they jab you they feel like it, too.

I lost the biggest flat I had. When he was most out of the water he run under the rocks and caused me to loose him and my sinker to.

See you soon, Joe. Its most time for school to be over.

Yours as ever,

Tony

EXERCISE 6. Punctuate the following stories and make any other corrections you may find necessary. Be ready to give the reason for each change that you make.

1. One day a boy was laying in the sun along beside a fork in a road when a man drove up in an expensive new car and asked the way to Somerset. The boys only response was to point with his leg lazily down one fork of the road. Well, by heavens said the man angrily if youll show me a lazier trick than that Ill give you a dollar bill. The boy rolled over on one side and said put it in my pocket mister.

2. Meeting Briggs on the street one day Jiggs said congratulations Briggs I hear you got married. Yep said Briggs married my old school teacher grace stringer you dont say! hows things going Oh, still getting low marks.

3. Pop can I go in swimming? I aint got nothing to do with your swimmin. Ask your mother. Mom can I go swimming? Yes if you hang your clothes on a hickory tree and dont go near the water.

EXERCISE 7. Correct the following sentences. Give your reason for each correction.

1. Eunice felt very badly last night, I think she drunk to much punch. Shes some better this morning.

2. The baby drug that old wheelbarrow all the ways up Lampons hill. He sure is husky, aint he?

3. The day was so hot that we just laid down under a tree and stayed till the sun had went down. When we come on home.

4. While we was down by the pavilion last night about nine oclock we sees a park guard come strutten up. Every one of them fellows think nobody amounts to much but him. They give me a pain.

5. Other motives he undoubtedly had but they were a means to an end. His one dominating ideal was a perfect art. When most of the poets in America were interested in reforming the world.

EXERCISE 8. Give the part of speech and construction of each of the italicized words. Analyze each sentence.

1. *Every one* of the boys whose names the *principal* read from the *honor* list *is* a member of our club.

2. There *were* in the car *at* the time of the accident Ray, Margaret, Alfred, and Adele.

3. *When* the *crest* of the flood *arrives* at New Orleans, we *shall probably have less water than* we have now.

4. Lying *lazily* with his head halfway out of the kennel, the old dog watched me for *hours* at a time.

5. Mr. Ruffo has dug the holes for the posts, and George has put up the *wiring*, while you were *wondering* what to do next.

EXERCISE 9. Write an original theme or letter on a subject satisfactory to your teacher. Can you make it absolutely correct in form and in content? See that every sentence says exactly what you mean.

EXERCISE 10. If you studied Problem G, find the infinitives, gerunds, participles, substantive clauses, and verbs ending in *ing* in Exercises 4, 6, 7, and 8.

EXERCISE 11. Write the following passage from dictation. Take great pains to make no error in the application of any rule or principle that you have studied.

I am trying hard to decide what course to take in high school. Father wants me to specialize in science so that I may get to be an engineer like his friend Billings, but I don't like that idea too well. As for Mother, she says, "Norman, if I'm any judge of men, you ought to be a lawyer instead of an engineer." But neither of these two ideas appeals to me; Latin is no better than science. I'd really like to go into business right away; indeed, my chief desire now is to make money. Father and Mother don't think much of that plan, however, for they want me to go to college. If I'm not careful, I shall lose out all around by not being able to make up my mind. When so many different chances are lying around loose, Father says it's too easy just to think, "Oh well, I can pick one out any day," and go drifting along until all the chances are gone.

PART V

REQUIRED KNOWLEDGE AND ABILITY

In order to complete the work of this unit you must acquire the knowledge set forth below and attain the standards of ability required by your school. See pages 532-533. The material in ordinary type you have already mastered; that in bold-faced type is new.

I. THEME AND LETTER WRITING

1. Exact following of the regulations of the school for size and heading of paper, use of ink, title, margin, paragraph indentations, and standard of handwriting
2. Conformity to accepted forms in letter writing
3. Papers with no more than four errors per hundred words in violation of the requirements for this unit in capitalization, punctuation, diction, grammar, sentence structure, and spelling, when use of the dictionary is permitted.

II. CAPITALIZATION

1. The capital is used
 - a. To begin a sentence
 - b. To begin a proper noun (or abbreviation thereof) **or a proper adjective**
 - c. To begin a word (or abbreviation thereof) denoting rank or a title preceding a proper noun
 - d. To begin each word in a title except articles, prepositions, and conjunctions
 - e. In writing the pronoun *I*
 - f. **To begin *North, East South, West,* etc., when they refer to sections of the country**
 - g. **To begin the first word in a line of poetry**

III. PUNCTUATION

1. The period is used
 - a. At the close of a sentence
 - b. After an abbreviation

2. The question mark is used after an interrogative sentence
3. The exclamation point is used
 - a. After an exclamatory sentence
 - b. After an interjection showing strong feeling
4. The colon is used after the salutation in a letter
5. The comma is used
 - a. To separate words or groups of words in a series
 - b. To set off from the rest of the sentence such a parenthetical expression as
 - (1) A noun of address
 - (2) A noun in apposition
 - c. To set off an introductory expression such as
 - (1) A word like *yes* or *no*
 - (2) An adverbial clause coming first in the sentence
 - (3) A participial phrase coming first in the sentence
 - d. Before the conjunction in a compound sentence
 - e. To set off a direct quotation
6. The apostrophe is used
 - a. To show possession, relation, or connection in a noun, as follows:
 after a word not ending in *s* sound, add apostrophe and *s*
 after a word ending in *s* sound, add apostrophe only
 - b. To show contraction, where letters are omitted
7. Quotation marks are used to enclose a direct quotation

IV. COMMON ERRORS TO BE AVOIDED

1. In diction, due to carelessness or confusion of meaning
anyways, anywheres, somewheres, nowheres; would of, could of, should of, might of; this here, that there; had ought, hadn't ought; different than; we was; ain't; he (she or it) don't; them things; to, two, too; learn, teach; lend, borrow; can, may; there, their; lose, loose; leave, let; its, it's; lie, lay; sit, set; rise, raise; then, than
2. In grammar and sentence structure, due to carelessness and ignorance of grammar
 - a. Omission of letters, syllables, words
 - b. Repetition of letters, syllables, words
 - c. Incorrect use of *a* and *an* before consonant and vowel sounds
 - d. Misuse of phrase or clause for sentence

- e.* No punctuation or comma for period at end of a sentence
- f.* Confusion of adjective and adverb
- g.* Double negative, except with *hardly*, *scarcely*, *but*, and *only*
- h.* Lack of agreement of verb with subject in person and number, emphasis on indefinites
- i.* Indefensible shift in tense
- j.* Wrong form of irregular verb, transitive and intransitive
- k.* Lack of agreement of pronoun with antecedent in person and number
- l.* Indefinite reference of pronoun
- m.* Misplaced modifier, *only*, *almost*, and so on
- n.* Wrong case of pronoun, except interrogative and relative
- o.* Misuse of preposition, wrong word or redundancy
- p.* Misuse of capital for a school subject, *high school*, a season, a direction

V. GRAMMAR

1. The sentence
 - a.* Kinds of sentences as to use: interrogative, exclamatory, declarative, and imperative; end punctuation of each
 - b.* Kinds of sentences as to form: simple, complex, compound, and compound-complex
 - c.* Nature of phrase, clause, and sentence
 - d.* Difference between principal and subordinate clauses; kinds of subordinate clauses
 - e.* Subject and predicate, simple and complete
2. Parts of speech, recognition in simple constructions
3. The noun
 - a.* Common and proper; use of capital with proper noun
 - b.* Singular and plural
 - c.* Possessive case; use of the apostrophe
 - d.* Noun of address; set off by commas
 - e.* Noun in apposition; set off by commas
4. The conjunction
 - a.* Subordinate, introducing adverbial clause
5. The verb
 - a.* Agreement with subject in person and number

- b.* Tense; emphasis on irregular verbs
 - c.* Transitive and intransitive; emphasis on common errors
- 6. Adjective and adverb
 - a.* Difference in form and use
- 7. The pronoun
 - a.* Kinds of pronouns, working familiarity only
 - b.* Nominative and objective case forms of all pronouns
 - c.* Case of pronoun
 - Nominative
 - Subject of verb
 - Predicate nominative
 - Objective
 - Object of verb; direct or indirect
 - Object of preposition
 - Subject of infinitive
 - d.* Agreement of pronoun with antecedent in gender, number, and person
 - e.* The pronoun in apposition, agreement in case
- 8. The preposition, misused and redundant

VI. SPELLING AND USE OF THE DICTIONARY

- A. Ability in spelling
 - 1. To spell with 95 per cent accuracy all words **through Group 42**, two-thirds of the words to be taken from **Groups 41 and 42**
- B. Ability in using the dictionary
 - 1. To locate a given word
 - 2. To tell how it is spelled, **including hyphenation**
 - 3. To give its syllabication
 - 4. To give its accent
 - 5. To give its meanings as different parts of speech
 - 6. To give its part of speech in any meaning
 - 7. To give the pronunciation of a word involving the various vowel and consonant sounds
 - 8. To tell whether a noun is common or proper; to give the plural of a noun
 - 9. To tell whether a verb is transitive or intransitive or either
 - 10. To give the preferred of two pronunciations
 - 11. To give the change in pronunciation with change in meaning or in part of speech

PROBLEM 59

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in Parts I-IV.*

EXERCISE 1. Review carefully the requirements at the head of this Part, except the new ones in bold-faced type. Be ready to answer in class any question about the use of the capital, period, comma, apostrophe, or quotation marks, and to give an illustration of each usage.

EXERCISE 2. (1) Give the reason for each capital and mark of punctuation in the following passage. (2) Give the part of speech and construction of each of the italicized words. (3) Give the tense, person, and number of each italicized verb, and tell whether it is transitive or intransitive.

When *blood was once shed*, conciliation was more difficult than ever. Only a few months before the *Battle* of Lexington and Concord, Benjamin Franklin, *representative* of the colonies in England, *had said* to America's friend, Pitt, "I never heard from any person the least *expression* of a wish for a separation." In October of the previous year Washington had written, "No such *thing* as independence *is desired* by any *thinking* man in America."

After April 19, 1775, the tide of opinion *began* to change. The news of that day spread with great rapidity through Massachusetts, New Hampshire, Rhode Island, and Connecticut, up the Hudson Valley, down the coast through New York, Philadelphia, and Baltimore to Charleston and Savannah.

EXERCISE 3. One may say that each of the sentences that follow is either right or wrong. A sentence may be right or wrong in either of two ways; the statement made may be true or false, or the sentence may be correctly or incorrectly written. Using a piece of lined paper, make a

form like the one below. If statement number 1 is both true and correctly written, write "correct" after No. 1 on your form. If it is false or has an error in it somewhere (or both), write "incorrect" after No. 1 on your form. Do this for each of the twenty sentences. The rules at the head of this unit will be the standard of right and wrong.

1.	6.	11.	16.
2.	7.	12.	17.
3.	8.	13.	18.
4.	9.	14.	19.
5.	10.	15.	20.

1. The comma is used after the salutation in a letter.
2. A comma follows an adverbial clause coming first in the sentence.
3. The apostrophe is used with the possessive of personal pronouns.
4. The ax lay out in the rain all last night.
5. Smith came over to me and says, "Let's get into this cab Joe."
6. Isn't he sure of it?
7. They live on Astoria street.
8. He thought he knew all about pitching, a coach can't teach a boy like that anything.
9. We want miss Roark to play the piano.
10. We called in doctor Jay when mother was ill.
11. A verb agrees with it's subject in person and number.
12. A comma is used before the conjunction in a compound sentence.
13. A comma is used to separate the members of a series of phrases.
14. A period follows an abbreviation.
15. The morning papers gave a full account Lindbergh's flight.
16. I know my grandmother has drank enough tea to fill a lake.
17. Each of the girls who are going are to give twenty-five cents.

18. I think most everybody believes that he did it.
19. "The Charge of the Light Brigade" is one of my favorite poems.
20. The Rev. James Dorgan will assist at the morning service.

EXERCISE 4. Correct each sentence above that is wrong, and give your reason for each correction.

EXERCISE 5. Choose from the punctuation in the parentheses, and give the reasons for your choices. The 0's mean that there would be no punctuation.

1. We had just arrived on the fishing ground (, .) when a squall struck us.
2. The peach blossoms are all gone (0 , .) the apple trees are still robed in pale pink and white.
3. The rider gave us the news of the fall of Grand Pré (, .) which put everybody in good humor.
4. Although we have not yet learned to write a perfect theme (0 , .) we make fewer errors than we made when we began the course.
5. Sometimes when I watch a violinist who seems to play with perfect ease (0 , .) I wonder why my own fingers are so unruly.
6. This time, instead of seeing beautiful colors, we see long, black shadows cast by the trees (0 .) on the rippling waters of the flooded river.
7. The sun was just coming up over the hilltop (0 , .) and casting long shadows across the valley.
8. As I turned (0 , .) one of the belts broke just above my head.
9. "You run home and get your other hat" (0 , .) said Mother. "I'll wait for you at Strinberg's."
10. Poison ivy was everywhere (0 , .) there were acres of it.

EXERCISE 6. Correct all errors in the following theme and give the reason for each correction. Do not bother otherwise to improve the theme.

Snake-Catching Facilities

Catching snakes requires nerve, strength skill, and a sharp eye. The first necessary step is to know the kind snake your catching. It may be a water machasin, a rattle snake, a Black snake or a copper head. A Rattle Snake is the most dangerous of all these snakes, in catching a rattle snake a long pole is needed more then one length of the Snake. Because a snake of a Rattlers kind can spring there length. A large club is also required in case of emergency.

The Rattle snake, as well as the water machisin and the copperhead, have a fang and as soon as he springs at anything he lets this fang drop down, and pushes it into what he springs at. The end of this fang contains a deadly poison; and because it was very delicat when it struck something it broke off, leaving the poison in the broken piece. It is very wise to take some some medicine on snake hunts in case you are bit by a poisonous snake. You may loose your foot or leg, I know a man who lost his foot and leg to.

EXERCISE 7. Write a theme or letter as directed by the teacher. Try to make it clear and correct in every detail.

EXERCISE 8. Study the following item and be ready to write it from dictation without making a single error.

The Mercer County Poultry Association members will hold their next meeting at the Court House, February 15, at 8 P. M. The meeting is for the election of officers and this year Norman D. Roberts, the president, states that election should be purely by ballot. He also wishes to inform the membership that he expects a good attendance so that everybody will have a chance to vote for the various officers.

Although this will probably be mostly a business meeting, visitors are welcome, for as soon as the election is over, there will be a discussion of the factors that affect the hatchability of eggs. This is an important question at this time and many of the members have undoubtedly had valuable experience along this line. The county agent has volunteered to outline some of the research work that has been done in this field.

PROBLEM 60

ERRORS COMMON IN SPEECH

Problem: *To learn to avoid a few errors especially common in speech.*

Review: Problems 2, 13, 30, and 47; Adjective and Adverb, 50; Double Negative, 51; Agreement of Subject and Verb, 52; Shift of Tense, 53; Common Irregular Verbs, 54; Transitive Verbs, 55.

EXERCISE 1. After reviewing Problems 50-55 inclusive, answer the following questions:

1. How are the adverbs made from such adjectives as *sweet*, *quick*, *near*?
2. How can you tell whether to use the adjective *pretty* or the adverb *prettily*?
3. Give as many verbs as you can that are commonly followed by predicate adjectives.
4. Give the adverbs for which the following adjectives are often incorrectly substituted: *good*, *real*, *most*, *some*, *fine*.
5. What is meant by a double negative? Illustrate.
6. Finish this statement: A verb always agrees with its _____.
7. How do you tell the person and number of the verb in a sentence beginning with the expletive *there*?
8. Give a list of the words learned in Problem 52 that always take singular verbs.
9. Give the principal parts of the following verbs. Watch your pronunciation.

know	see	ask	come	eat
write	throw	run	go	do
am	steal	sing	drown	drink
dine	burst	catch	bring	blow

10. What is the difference between a transitive and an intransitive verb? Give the meaning of each of the following

verbs, tell whether it is transitive or intransitive, and give its principal parts.

set rise lay raise lie sit

EXERCISE 2. Choose between the words in the parentheses and give the reason for each choice. As the class decides upon the correct form of each sentence, let one member write it on the board and have the whole class say it aloud. This will help make the correct form seem the natural form to use.

1. I heard Alma Gluck last night over the radio. She sang just (perfect, perfectly).

2. When I (saw, seen) him with a dress suit on, I (near, nearly) fainted.

3. I knew Jim was guilty because he acted so (awful polite, awfully politely, very politely).

4. Lucile ought to be one of the editors. She writes (real good, very well).

5. Our troops (was, were) (most, almost) ready to (lie, lay) down their arms when reënforcements arrived.

6. We (sure, surely) (was, were) (real, very) glad to know that he was safe.

7. I think she is (some, somewhat) worse than she was.

8. Oh, he's getting along (fine, very well) up there.

9. We saw plenty of rabbits, but we didn't have (no, a *or* any) gun.

10. You (won't, will) never buy that boat for ten dollars.

11. I can't get (anybody, nobody) to lend me his bicycle.

12. You don't know (anything, nothing) about it. Get away and let me do it.

13. I can't find my Latin book (nowhere, anywhere).

14. Let's see. There (was, were) Saul and Ruth, Isadore and Matilda, and Fred and Esther.

15. I'm sure that either Cliff or Fred Ashley (know, knows) something about this.

16. A sand worm with its hundreds of squirming legs (give, gives) me the shivers.

17. The sort of cakes that she makes (don't, doesn't) appeal to me very much.
18. Any one of those boys (know, knows) enough about it to repair it for you.
19. Every one of these pencils (is, are) broken.
20. Each of the hens (weighs, weigh) at least five pounds.

EXERCISE 3. After reviewing Problems 53 and 54, divide the class into two teams with an alert leader for either side. The leader of team A calls on a student in team B for a sentence illustrating any person, number, and tense of any verb he wishes. Then the leader of team B calls on a member of team A for another. The teacher is score-keeper and judge of which team wins. The verbs marked * or ** in the list of principal parts will probably prove most interesting. If the class is not familiar with these principal parts, keep the books open for the first two or three rounds. See pages 246-247. The questions and answers run like this:

LEADER A: "First person, plural number, present perfect tense of verb *dive*." After twelve or fifteen seconds—"Jones."

JONES: "We have often dived from the wall at high tide."

TEACHER: "Score 1."

LEADER B: "Third person, plural number, past tense of verb *lie*." After twelve or fifteen seconds—"Alice."

ALICE: "We laid the book on the table."

TEACHER: "She's out."

The teacher can then call for a volunteer to give the correct answer, in which case it counts for neither side; or the leader of team A can call on a member of team B to answer the same question, in which case a correct answer would be credited to team B.

EXERCISE 4. Select the correct form from each of the parentheses, and give the reason for each choice. When the sentence illustrates an error commonly made by the mem-

bers of your class or community, put the correct form on the board and repeat it aloud until it sounds natural and right.

1. The robin flew up to my window at five o'clock and (starts, started) to sing his morning song.

2. Just as the day started, a tall, slender man, about thirty years old, (came, comes) to the foreman of the cowboys for employment.

3. When thirty years of age he joined the Republican party, and it (was, is) there that he (began, begins) his political work.

4. Spike was a very affectionate creature whose health had been undermined while he was at Mrs. Speer's. He (dies, died) after being taken to the country for his health.

5. Don't look at me. I haven't (did, done) (anything, nothing) wrong.

6. The garage man had (blew, blowed, blown) our tire up so hard that it (burst, bursted, busted).

7. His mother (written, wrote) him a letter telling him to be sure not to get (drowned, drowneded) while he was in swimming.

8. I have never (stole, stolen) any money in my life.

9. Art (throwed, threw, trun) the ball to second and Jim (ran, run) in home.

10. When I say, "(Lay, Lie) down, Fido," he (lies, lays) down.

11. Sergeant Wood has (laid, lain) out in no man's land for two days and nights.

12. Come in, Mrs. Jones. I'm glad to see you. Take your things off and (sit, set) down.

13. The colt (rose, raised) up on his hind legs and pawed the air.

14. I must have (lain, laid) the screw driver on the running board.

15. If I hadn't (saw, seen) my little sister, she would have made herself sick, for she had (eaten, ate) several green apples already.

EXERCISE 5. After dividing the class into two teams, make sentences involving the same discriminations as those in Exercise 4, and call on members of the class to choose the correct forms. Place on the board the correct forms of sentences involving errors that are especially common in your community and say them aloud till they become familiar.

EXERCISE 6. Proceed as in Problems 2 and 13 to collect the most common errors made by your class and community.

EXERCISE 7. Make these errors into completion sentences like those in Exercises 2 and 4 above, and have the correct forms chosen by members of the class.

EXERCISE 8. Put a few of these correct forms on the board and say them aloud each day till they become familiar; then replace them by others.

EXERCISE 9. After eliminating from the following exercises the sentences containing errors that are not made in your community, choose the correct forms from the parentheses in those remaining, and give the reason for each choice.

1. We (was, were) only a little (way, ways) up the river, but we (could of, could have) gone all the (way, ways) to St. Louis.

2. Herman (don't, doesn't) like (them, those) sentences. They are (to, too) hard for him.

3. I certainly do wish I could (learn, teach) you to use your fork.

4. Mother, will you (leave, let) us make a gym in the attic?

5. Mr. Vesey, (may, can) I take Carlo out in Purnell's woods to run a rabbit?

6. I'm sure I left the saw (somewhere, somewheres) down cellar.

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7. You (hadn't ought, ought not) to have broken that window. It (wan't, wasn't) right.

8. You shouldn't (a, have) got (those, them) shoes. They (ain't, aren't) (no, any) good.

9. (There, Their) are no pippins in (there, their) orchard.

10. (It's, Its) (to, too, two) bad that (this, this here) melon (ain't, isn't) (no, any) good. I don't like to (lose, loose) all the money we paid for it.

EXERCISE 10. Correct the following sentences and give the reason for each correction.

1. The boss give me this here plane for Mr. Silander, but I can't find him nowheres.

2. Pop wouldn't leave me carry to much money. He was afraid I might loose it.

3. We seen a man what laid out on High Knob all last night.

4. Set up straight. Aint you got no backbone?

5. He sure done that good, didn't he?

6. He's going to leave us have the money and each of us are responsible for returning one third of it.

7. There are plenty of them fiddler crabs for all the fishing we'll do.

8. A two-master is laying off shore there somewheres in the fog. We seen her when we come along.

9. He couldn't of wanted to learn her to talk like that. He hadn't ought to anyways.

10. Oh, she sings pretty good but I've hearn lots of girls sing better.

EXERCISE 11. Continue throughout the term exercises similar to those suggested in this problem until you no longer make the mistakes you set out to eliminate.

EXERCISE 12. Enter in your list of individual errors the five or six mistakes that you most commonly make in your speech. What can you do at home to get rid of these errors? Can your best friend help you any? What can you do alone by being careful in your own speech?

PROBLEM 61

FURTHER USES OF THE CAPITAL

Problem: *To increase the ability to use capital letters correctly.*

Review: Problem 8, Common Uses of Capital; Problem 24, Use in Titles.

EXERCISE 1. After reviewing Problems 8 and 24, follow the directions below.

1. Give the five uses of the capital that you have already studied.

2. Write two sentences, one in which the word *doctor* should be capitalized, one in which it should not. Do the same with *captain*, *president*, *general*.

3. Write a sentence in which you so use the abbreviations for *reverend*, *doctor*, *honorable*, that each should be capitalized.

4. Write a title in which you have two or three words that do not need to be capitalized.

EXERCISE 2. Review. Write the following letter from dictation and be ready to give the reason for each capital and mark of punctuation.

1624 Lacross Street
Spokane, Wash.

The Northwestern Mutual Life Insurance Co.
Milwaukee, Wis.

Gentlemen:

Your representative here, Dr. Alonzo Stevens, has asked me for an opinion on the condition of the teeth of George B. Llewellyn.

I have X-rayed Mr. Llewellyn's teeth and find a very slight diseased condition on the right, upper, third molar; but I find

nothing, in my judgment, sufficiently serious to indicate the probability of any further trouble.

Yours very truly,
G. B. Shanky, D.D.S.

The capital with a proper adjective. A capital is used to begin a proper noun. A capital is also used to begin a proper adjective. Proper adjectives are adjectives derived from proper nouns. The most common of these are adjectives denoting race, sect, and nationality. Notice how the following proper adjectives were derived from proper nouns.

<i>Noun</i>	<i>Adjective</i>
Indian	Indian
Negro	Negro
Jew	Jewish
Christ	Christian
America	American
France	French

race

sect

nationality

In a *Christian* church, founded in the name of Christ and located in an *American* city, an Indian told us about the *Indian* religion, a Jew lectured on *Jewish* musicians, a *Negro* quartet sang some *Negro* spirituals, and a Frenchman spoke of the heroic work of the *French Catholic* missionaries while America was being explored and colonized.

The capital with a school subject. A common error of high-school students is to write the names of all school subjects with capital letters. *Latin*, *English*, *French*, *German*, *Spanish* are written with capital letters because they are either proper nouns or proper adjectives denoting nationality. But *science*, *arithmetic*, *geography*, *chemistry*, *physics*, and so on, are not proper nouns and are not written with capitals. Notice that the only school subjects written with capitals are the names of the languages.

The words *high school* are not capitalized unless they are a part of the name of some particular school, like

Trenton Senior High School, Nathan Hale Junior High School. Capitals are used then because the two words are part of a proper name. But the small letters are correct in the following sentences because in them the words are common nouns.

There are two senior high schools in New Haven.

The American high school is the poor man's college.

It is now customary to hyphenate the word *high-school* when it is used as an adjective.

English and civics are *high-school* subjects. (See Problem 68)

The words *autumn*, *winter*, *spring*, *summer* are not capitalized.

RIGHT: I like *spring* and *fall* best. The heat of *summer* and the cold of *winter* are both too much for me.

The words *north*, *east*, *south*, *west*, when used as names of directions, are not capitalized. This rule applies to all names of the points of the compass.

The streets run north and south.

The wind was blowing from the east.

Our course was due northeast.

But when these same words are used as names of *definite sections* of a country, they are capitalized.

Ralph Connor was the first to write stories about the Canadian Northwest.

I have lived in the South just half of my life.

A capital is used to begin a line of poetry.

The curfew tolls the knell of parting day;

The lowing herd winds slowly o'er the lea;

The ploughman homeward plods his weary way,

And leaves the world to darkness, and to me.

EXERCISE 3. Give the reason for each capital in the following selections.

1. We conversed with Mr. Papadapholos of the Greek legation this afternoon about the American novel. He thinks that Cooper's *The Last of the Mohicans* is the best book published before the Civil War, that George W. Cable has written the best stories of the South, and that Theodore Dreiser is the best of the modern realists.

2. Among the great scientists who have helped to lessen disease and suffering is Surgeon General W. C. Gorgas of the United States Army, who banished yellow fever from the Panama Canal Zone.

3. Adams and Chernoff, who were wounded on the field, were cared for by Dr. Inglis.

4. The chief idea that the boy in the East has of the West is that it is a land of two-gun men who come rearing into town on bucking bronchos, shoot up Main Street, and bear off the beautiful daughter of the wealthy New York millionaire to be the bride of their leader.

5. Robert of Sicily, brother of Pope Urbane,
 And Valmond, Emperor of Allemaine,
 Appareled in magnificent attire,
 With retinue of many a knight and squire,
 On St. John's eve, at vespers, proudly sat
 And heard the priests chant the Magnificat.

EXERCISE 4. Write enough sentences to illustrate all the uses of the capital for which you are now responsible.

EXERCISE 5. Using your history or geography, give the reasons for all the capitals on two pages assigned by the teacher.

EXERCISE 6. Supply the missing capitals in the following sentences, and give the reason for each.

1. The english forces met the american army at yorktown.
2. Some think that french grammar is much easier to learn than latin or german grammar.

3. Do you like indian or chinese music as well as that which has been produced by caucasians?

4. Good baptist, presbyterian, and methodist soldiers attended meetings that were addressed by catholic priests and jewish rabbis.

5. Many german products are again finding their way into american markets.

6. Many good russian novels have been translated into the english language.

7. The negro spirit has given to american art some of its most characteristic music and literature.

8. japanese and chinese silks are famous all over the world.

9. In a single day we fed french poilus, american dough-boys, english tommies, prussian infantrymen, italian airmen, chinese workmen, and belgian women and children.

EXERCISE 7. Supply the missing capitals and punctuation marks in the following selection and give the reason for each change that you make. Some of the punctuation already supplied is according to rules that you have not yet studied.

On wednesday, may 26, william arden and eleven other baptists purchased of dr geo. b. barclay the site of the present ardmore seminary and founded the school from which have come such distinguished men as george angus author of *a history of the united states*; general frederick b. lamson famous soldier and philanthropist; rev charles hoyt one of the first baptist missionaries to the african people; and colonel e. b. jameson, who helped explore the northwest.

EXERCISE 8. Write a theme about some historical event that involves the use of many words that begin with capitals. Try to use every capital correctly.

EXERCISE 9. Correct the following news item. Give the reason for each change that you make. Watch punctuation as well as capitalization.

When a man chatting with friends on a stringpiece at wall street and the east river suddenly lost his balance yesterday noon and fell into the water between a big railroad barge and a bulkhead patrolman thomas f. heany of the old slip station and two other men leaped into the breach. straddling from bulkhead to barge they stood braced for fifteen minutes keeping the moored barge from drifting in and crushing the man in the water who clung helplessly to a pile. At last a rope line was brought and the man was fished out.

PROBLEM 62

MISUSE OF THE PREPOSITION

Problem: *To learn to avoid using wrong or unnecessary prepositions.*

Review: Problems 22 and 34.

You can now recognize a preposition and a prepositional phrase. You know also that a prepositional phrase should never be punctuated as though it were a sentence.

The unnecessary preposition. An error especially common among uneducated persons is the use of unnecessary prepositions. The use of an extra word when the sentence is complete, clear, and effective without it is called *redundance*. It is well to avoid the use of such unnecessary words. Notice the following contrasted expressions. Do you use any of those in the second column in either your speech or your writing?

RIGHT

Where is she?
He jumped off our barn.
Where are you going?
He stood just outside the door.

We drew up alongside (at, beside) the wharf.

WRONG

Where is she *at*?
He jumped off *of* our barn.
Where are you going *to*?
He stood just outside *of* the door.

We drew up alongside (at, beside) *of* the wharf

RIGHT

I can't get connected with anyone.
The calf is behind the barn.
Crawl under the car and fill that grease cup.
We shall leave about (*or at*) four o'clock.
Set that pail of milk just inside the dairy.
Continue reading to page 62.
It's hard to get near an oriole.
Julia, don't fall out the window.
Tie your horse to the hitching post.
Erase that for me.
He always copies the worst boy in the class.
You follow us.

WRONG

I can't get connected *up* with anyone.
The calf is *in back* of the barn.
Crawl *in* under the car and fill up that grease cup.
We shall leave *at* about four o'clock.
Set that pail of milk just inside *of* the dairy.
Continue reading *on* to page 62.
It's hard to get near *to* an oriole.
Julia, don't fall out *of* the window.
Tie your horse *up* to the hitching post.
Erase that *out* for me.
He always copies *after* the worst boy in the class.
You follow *after* us.

EXERCISE 1. Read over the list of wrong expressions and check those that you know you use. Then make a written list of the right forms of those that you have checked and of any other prepositions that you know you use incorrectly. Practice the right forms over and over again until they seem natural to you.

Preposition at the end of clause or sentence. Some writers of texts object to the preposition at the end of a clause or sentence. Although this objection has been somewhat overemphasized, many such expressions are very awkward, and it is well to remember not to use too many of them, especially in your writing. Revise the following sentences so that no preposition comes at the end of a clause.

That is a puppy that this dog is the mother of.

The winner is the girl I shall give the box of candy to.

Bring me some paper to wrap the package that I am returning in.

That was Miss Gerbault whom I was standing in front of.

Different from. Another error is the misuse of *than* after the word *different* or *differently*. *From* is preferred.

Oh, your way is different from (*not* than) mine.

He made his different from (*not* than) mine.

His interpretation of this nocturne differs from mine.

(Neither *He plays that differently from what I do* nor *He plays it differently than I do* is good.)

The prepositions *in* and *into* usually have different meanings. *Into* suggests motion from the outside to the inside, while *in* has no such meaning. The usual mistake is to use *in* when *into* should have been used.

The horse is running in the lot. (He is already inside and is running around.)

The horse is running into the lot. (He is outside and is in the act of going inside.)

Mrs. Rundell is moving into her house to-day. (She has been living elsewhere.)

Mrs. Rundell is moving in her house. (She is already in the house and moving around.)

Between and among. Most authorities emphasize a difference between *among* and *between*. *Between* may refer to only two; *among* to more than two.

This is a secret between us two.

This is a secret among us three.

EXERCISE 2. Choose between the forms in parentheses and tell the reason for each choice.

1. I could not understand (what he was talking about, his meaning).

2. Do you know the woman (whom he is speaking to, to whom he is speaking)?
3. But a hemlock is different (than, from) a fir.
4. We ordered the same kind of seeds, but his plants look different (than, from) mine.
5. Your skirt hangs differently (than, from) hers. (Your skirt does not hang like hers.)
6. Two burglars broke (in, into) our store last night.
7. I think D'Artagnan is the most interesting character (in, into) the book.
8. Then these four men set the child down (between, among) them and began to ask her questions.
9. Roberta, go (in, into) the house. Your mother needs you (in, into) the kitchen.

EXERCISE 3. Correct the following sentences and give the reasons for your corrections.

1. He fell out of the third-story window and landed right between four women that were walking along the street.
2. In explaining about an arithmetic problem, I never can remember where I'm at.
3. They intended that trailer in back of their car to be different than ours, but it seems to me they copied right after ours exactly.
4. The Andersons are the people whom we have been most familiar with, but they are going to move in the city.
5. We don't know yet where he is going to, but we are going to send him somewheres to rest up a little.
6. That woman who stood near by us on the platform was the speaker's wife.
7. We shall go home at about nine o'clock. Leave your things just inside of our door, and try to connect up with the Johnsons as they pass by Briersville.
8. Run in the house and get me some string to tie this with.
9. I hope your Airedale will be different than Norton's.
10. As the boat drew up alongside of the pier, she churned the water up into foam in back of her.

EXERCISE 4. Make a list of all misused prepositions noticed by the class during a single day in the conversation of schoolmates and adults.

EXERCISE 5.—Pass a set of themes already written around the class so that each pupil shall try to find the misused prepositions in three or four themes. Make a list of the kinds of error found.

Prepositions difficult to identify. There are a few prepositions that pupils are likely to confuse with other parts of speech. The ability to recognize them has little if any value except in passing examinations that for some unknown reason often include them.

During, concerning, regarding are prepositions, not participles nor gerunds. Your teacher will formulate whatever exercises she may wish you to do.

After, before, for, until, till, and since when used in phrases are prepositions; when used to introduce clauses, they are conjunctions. (See Problem 40, Exercise 5.)

PROBLEM 63

AGREEMENT OF PRONOUN AND ANTECEDENT

Problem: *To learn to make a pronoun agree with its antecedent in gender, number, and person.*

Review: Problem 15, Pronouns; Problem 16, Number and Gender; Problem 52, Agreement of Subject and Verb.

EXERCISE 1. Review. After reviewing Problems 15, 16, and 52, answer the following questions:

1. Name as many personal pronouns as you can.
2. What are the demonstratives?
3. Name as many indefinite pronouns as you can.
4. Give the plural number of each singular pronoun that

follows, and the singular number of each that is plural: *I, you, him, our, his, us, my, their, them, these, that.*

5. Explain what is meant by first, second, and third person. Give some pronouns to illustrate each of the three.

6. From Problem 52, Exercise 6, give a list of words that are always singular number. Compare this list with the indefinite pronouns in Problem 15.

7. Tell what is meant by gender. Classify each pronoun on page 69 as feminine, masculine, common, or neuter.

You have learned that a pronoun is a word that takes the place of a noun; that it may be masculine, feminine, common, or neuter gender; singular or plural number; first, second, or third person.

Pronoun and antecedent. A pronoun refers to some person, place, or thing, expressed or imagined; and the person, place, or thing to which it refers is called its *antecedent*. Pronouns and their antecedents are italicized in the illustrations below.

Mary had not studied *her* lesson, but *she* knew the answer to the question.

The *brothers who* were at our house lost *their* father.

Uncle George, if *you* will leave *your* car at home this morning, I will oil *it* for *you*.

Every one of us should see that *he* has *his* life belt handy.

A pronoun agrees with its antecedent in gender, number, and person.

Examining the above sentences, we find that both *her* and *she* are feminine gender, singular number, third person to agree with their antecedent, *Mary*.

The pronouns *who* and *their* are masculine gender, plural number, third person to agree with their antecedent, *brothers*.

You, your, and you are masculine gender, singular number, second person to agree with *Uncle George*, the person

addressed or spoken to. *It* is neuter gender, singular number, third person to agree with its antecedent, *car*.

He and *his* are masculine gender, singular number, and third person to agree with the indefinite noun, *every one*.

You learned in Problem 52 that *kind, sort, person, one, someone, anyone, everyone, no one, nobody, somebody, everybody, anybody, neither, either, each, none* are always singular number because they refer to a single person. Therefore *all verbs and all pronouns agreeing with these words must be singular number and third person*. Failure to make them so is a very common mistake in American speech.

Gender will rarely cause any trouble. If neuter, use *it, its*; if feminine, use *she, her, hers*; if masculine, use *he, him, his*; if the reference is to both masculine and feminine, use *he, him, his*.

EXERCISE 2. Explain the reason for the gender, number, and person of each pronoun in the following sentences.

1. My aunt wants to know whether you will exchange a setting of your Plymouth Rock eggs for a setting of her Rhode Island Reds.
2. One would not expect us to offer to lend our car to-night.
3. Do you know your lesson this morning?
4. People should know their own business best.
5. A person never knows when his turn will come.
6. We ought not to complain, when he has given us the best seats in the balcony.
7. Every one of us is sure of his dinner.
8. Everybody works for his living here.
9. Each member of the committee thought his own work the most important.
10. Either of these mares works well in her harness.

The indefinite pronouns *you* and *one*. *You* as an indefinite pronoun, though common enough in our language, is not accepted by some writers as being correct. The cor-

rect indefinite pronoun, they say, is *one*; and *he*, *him*, *his* may not be substituted for *one*. Of the three sentences below, the last is considered best by these authorities.

In weather like this you don't know whether to take your slicker.

In weather like this one doesn't know whether to take his
* slicker.

In weather like this one doesn't know whether to take one's slicker.

Since *kind* and *sort* are singular, they are modified by singular adjectives. *Kinds* and *sorts*, being plural, are modified by plural adjectives.

This kind
This sort

Those kinds
Those sorts

EXERCISE 3. Choose between the forms in the parentheses and give the reason for each choice. Remember that the object of a preposition cannot be the subject of a verb.

1. The kind of people that I like (is, are) certain to be there.
2. (This, These) sort of ginger cookies (costs, cost) two cents apiece.
3. Every one of our speakers (make, makes) (his, their) audience listen to (him, them).
4. Someone (has, have) eaten more than (his, their) share.
5. None (no one) of us (understand, understands) a motor well enough to put this together.
6. (You never know when you are going to meet your Waterloo in that man's class.) (One never knows when one is going to meet one's Waterloo in that man's class.)
7. Every pupil must finish (his, their) work to-day.
8. Everybody has (his, their) faults.
9. Each of the boys (was, were) carrying (his, their) shoes in (his, their) hands.
10. Either of the candidates (is, are) a good man for the presidency.
11. We expect every man to do (his, their) best.

12. Someone has left (his, their) books on my desk.
13. Everybody will get (his, their) own wages and nothing more.
14. They were so tired that neither of them could lift (his, their) (head, heads).
15. Everyone did as (he, they) pleased.
16. Not one of you girls (know, knows) (her, your) lesson.
17. One cannot be too careful of (one's, his) health.
18. Every one of us (is, are) doing (his, their) share of the housework.
19. I don't like (this, these) kind of books very much.
20. The electric wiring as well as the electric bulbs (need, needs) replacing.

EXERCISE 4. Fill in the blanks in the following sentences with correct pronouns and with the present or present perfect tenses of verbs that make sense. Be ready with the reason for each choice.

1. We have plenty of —— sort of apples in our orchard.
2. Everybody —— to do —— best in the examination.
3. No one sees —— as others see ——.
4. Every pupil in this class will get —— diploma.
5. Each one —— handed in —— theme.
6. Each of the sprinters —— running well within —— own alley.
7. One should be able to recognize —— own writing.
8. Either of the guides —— —— way through the woods.
9. We expect every man to do —— duty.
10. Will every girl please take all of —— books to the auditorium?
11. A person like him always thinks —— way is best.
12. Someone —— left —— blanket in the truck.
13. Down at the Cranes' everybody —— just as —— pleases.
14. In a climate like that —— never —— when —— going to have —— turn at being sick.

15. Not one of these plumbers ——— how to do ——— work.
16. Someone has to give ——— time for this.
17. George, with Stanley and Sylvester as observers, ——— going to take the dirigible over seven states.
18. Every one of the boys who have radios ——— going to listen in for news of Lindbergh.
19. The kind of people that spend their holidays at Rocky Point ——— not the kind that I like to see you associate with, John.
20. Everybody should adopt a hobby to take up ——— time.

EXERCISE 5. Place upon the board the correct forms of sentences similar to those above with which the members of the class are likely to have difficulty, and repeat them aloud until they sound right.

EXERCISE 6. Write the following paragraph from dictation, trying to make it absolutely correct in spelling, capitalization, and punctuation.

Bertha, if Madam Smithall calls, tell her I will be glad to use those two tickets for the Vatican Choir at Carnegie Hall. I always like that sort of concert. Tell the carpenter when he comes, to meet me at Miss Olga's studio; I want him to build new flower boxes before she gets back. It's beginning to rain. Have those three trunks in the north storeroom, with red stars on them, dragged out into the hallway, and I'll spend this wet afternoon unpacking summer things for Miss Pauline. Dr. Willoughby call up? Any mail? Nothing from Hill's End? Paris? Miss Gwendolyn? Well, I'll be home by two. If Kajashian, the Persian rug man, comes before then, tell him to wait.

Agreement of relative pronouns. The relative pronouns *who*, *whom*, and *whose* refer to persons; *that* refers to persons or things; *which* refers to things only.

EXERCISE 7. Although few errors are made with these relatives, you may wish to select the correct form from the parentheses in the following sentences.

1. The dog (who, which, that) just went past is a Russian greyhound.

2. The women (who, which, that) run this store are both blind.

3. What is the name of that tree with the purple blossom (who, which, that) we saw near Pineville?

4. I have no use whatever for the man (whom, which, that) we saw in the hotel at Big Stone Gap.

5. Wasn't that a pretty little pony (who, which, that) just went by here?

PROBLEM 64

CLEARNESS: MISPLACED MODIFIER, INDEFINITE REFERENCE

Problem: *To learn to make sentences clear by placing modifiers near the words they modify and by having the reference of pronouns perfectly definite.*

A sentence is clear, not when it can be understood, but when it cannot be misunderstood. Sometimes a sentence is not clear because an adjective or adverbial modifier has been misplaced. This modifier may be a word, phrase, or clause; it may be too far from the word it modifies; or it may be placed between two words so that it is difficult to tell which of them it does modify.

Only. Probably the worst word in the language for getting out of place is *only*. Read the following sentences aloud, stressing the words italicized, and note what each sentence means. Can you make any of them mean something else by stressing some other word?

Only *I* looked at your flowers. (No one else did.)

I only *looked* at your flowers. (I didn't pick them.)

I looked only *at* your flowers. (Never away from them.)

I looked at only *your* flowers. (Not at some one else's.)

I looked at your only *flowers*. (You had no others.)

I looked at your *flowers* only. (Not at anything else.)

EXERCISE 1. As an oral exercise try shifting the *only* around to different positions in the following sentences. Does the class always agree upon what the various arrangements mean?

1. Only I have one brother.
2. Only Sarah read his book.
3. Only George read his composition.
4. Only Henry eats candy.

Ever, almost, nearly are also words that cause trouble at times. What do the following sentences mean?

I nearly caught a hundred fish.

I caught nearly a hundred fish.

We almost saw the whole of Europe.

We saw almost the whole of Europe.

The wind nearly blew all the wheat down.

The wind blew nearly all the wheat down.

Other modifying words, phrases, or clauses are sometimes misplaced with consequent confusion in meaning. What different meanings might each of the following sentences have?

Running a sewing machine very often injures the health.

His experience in many unpleasant situations has helped him.

We caught the big bullfrog that had made so much noise with a piece of red flannel.

Indefinite reference of pronouns. The sentences marked wrong below are not clear because the reader does not catch immediately what the italicized pronouns refer

to. The sentences marked right show that revision sometimes requires changing the word order of the sentence, sometimes changing the pronoun to a noun.

WRONG: Because I have always liked the young doctors in the St. Francis Hospital, I have chosen *that* as my profession.

✓ RIGHT: Because I have always liked the young doctors in the St. Francis Hospital, I have chosen medicine as my profession.

WRONG: Ralph had to eat his meals with the boys from Chichester, although he did not like *them*.

RIGHT: Although Ralph did not like the boys from Chichester, he had to eat his meals with them.

WRONG: When your dog ran at Aloysius as though he was going to bite him, I kicked *him* in the stomach.

RIGHT: When your dog ran at Aloysius as though he was going to bite him, I kicked the dog in the stomach.

WRONG: Smith told Jones that *his* cow was in *his* cornfield.

RIGHT: Smith said, "Jones, your cow is in my cornfield," or "Jones, your cow is in your cornfield," or "Jones, my cow is in your cornfield," or "Jones, my cow is in my cornfield."

✓ WRONG: In the Constitution *it* says that the President of the United States must be born in this country.

RIGHT: The Constitution says that the President of the United States must be born in this country.

✓ WRONG: They could get no automobile, which caused them to be late.

RIGHT: Because they could get no automobile they were late.

EXERCISE 2. Point out the words whose reference is indefinite and revise each sentence so that the reference shall be definite and unmistakable. Revise the sentences in which you find misplaced modifiers.

1. We went rabbit-hunting yesterday and bagged six of them.

2. When we put up a sail in the boat, it was too small.

3. It says in to-day's paper that a cloud-burst killed twenty people in the eastern part of Kentucky yesterday.

4. When the dog kept barking, I went over to the kennel and turned it loose.

5. A person learns to like a horse if he has to feed him every day.

6. He absent-mindedly put the ice cream on the hot stove that he had just bought to take home.

7. I rolled a truck rim two miles from Russo's dump, and my father whipped me when I got home. This caused me to be very tired, and I couldn't write the theme.

8. When the music teacher told Bertha to open her mouth wider, she did it.

9. I like to read scientific magazines so well my father thinks I ought to be one.

10. Although Virginia does not like them, she took two hikes this week with the Serson girls.

11. Mrs. Hudson told Mrs. Riffin that her cat had been howling on her back fence all night long.

12. Old man Timmons traded the bird dog that Uncle Munsen brought from the East for a gas stove.

13. The caterpillars nearly ate all the leaves off our apple trees.

14. I only had three problems right.

15. We almost picked a whole crate of berries.

16. He will probably say if he feels well enough he will go with you.

17. Breaking through the ice for a swim in December may be good for a person.

18. We only saw the first act.

19. I don't ever think I'll go there again.

20. Staying home evenings almost always makes me tired.

EXERCISE 3. Mark all the sentences that are not clear in a set of themes written by the class. In order to catch all the errors and to give a longer drill, let each theme be looked over by three or four pupils. How many sentences illustrating the errors studied in this problem did the class find?

PROBLEM 65

THE NOMINATIVE CASE

Problem: *To learn to use the nominative case form of the pronoun as subject and as predicate nominative.*

Review: Problem 15, Pronouns; Problem 20, The Verb, especially the verb *to be*; Problem 31, Subject and Predicate; Problem 33, Predicate Nominative.

EXERCISE 1. Review. After reviewing Problems 15, 20, 31, and 33, answer the following questions.

1. What is a pronoun? Give the names of as many kinds of pronouns as you can remember. Which are the personal pronouns? The interrogatives? The relatives? (This problem will deal chiefly with these three kinds.)

2. What is a verb? What do you mean by the subject and the predicate in a sentence? What is a predicate nominative?

3. What part of speech is the simple predicate, always? What two parts of speech that you have studied are most commonly used as subject and as predicate nominative? What name is used to include both of these parts of speech?

4. What verb never takes an object? Give as many forms of this verb as you can. What, if not an object, does follow this verb?

5. Turn to Problem 33, Exercise 1, and find the substantives that are used either as subjects or as predicate nominatives. Tell whether each is a noun or a pronoun, and how it is used in the sentence.

Case forms of pronouns. You have probably been puzzled many times over whether to use *I* or *me*, *he* or *him*, *she* or *her*, *we* or *us*, *they* or *them*, *who* or *whom*. This is because pronouns have *case*. We shall concern ourselves in this lesson with only the nominative and objective cases of pronouns.

<i>Nominative Case</i>	<i>Objective Case</i>	<i>Possessive Case</i>
I	me	my, mine
you	you	your, yours
he	him	his
she	her	her, hers
it	it	its
we	us	our, ours
they	them	their, theirs
who	whom	whose

Since we are studying the difference between only the nominative and the objective, and since both *you* and *it* show no difference between these two case forms, we shall have no special concern with them. You should be able to recognize the case of the other twelve words instantaneously.

EXERCISE 2. If there are pupils in the class who cannot distinguish between these forms almost instantaneously, organize a contest between two sides of the room in giving the opposite case forms, thus:

A. *Them*

B. Nominative, *they*

C. *He*

D. Objective, *him*

Allow about one second for the response.

Case uses. Now comes the question: When shall I use the nominative form? When the objective? The outline below will give all the answers you will need to these questions and furnish a handy reference until you have completely mastered this important principle of grammar. In this lesson we are interested only in the nominative case.

<i>Nominative case form is used as</i>	{	<i>subject of verb</i>
		<i>predicate nominative</i>
<i>Objective case form is used as</i>		<i>object of verb, direct or indirect</i>
		<i>object of preposition</i>
		<i>subject of infinitive</i>

Pronoun as subject. *The subject of a verb is in the nominative case.* Notice the forms used in the following sentences.

You hope *she* can come, do *you* not?

He is going at eight but *I* shall have to stay home.

Subject after *than* and *as*. Use the nominative case after *than* and *as*, when the substantive is subject of a verb understood.

WRONG: He is taller than *me*.

RIGHT: He is taller than *I* (am).

WRONG: I'm just as strong as *him*.

RIGHT: I'm just as strong as *he* (is).

Compound subject. When the subject of the verb is just one pronoun, you are not likely to make a mistake in its case form. The compound subject is the one that is likely to give you trouble. When you have a pronoun used with another substantive and are in doubt about the construction, try using the pronoun alone.

He and his father are always together.

(He is always by himself.)

Richard and he are leaving at eight.

(He is leaving at eight.)

I don't believe you and she like to swim very well.

(I don't believe she likes to swim.)

Pronoun as predicate nominative. *A predicate nominative is in the nominative case.*¹

It was *we* whom you saw.

Yes, the crowd at the station was *they*, I'm sure.

The verbs *appear* and *seem*, with the infinitive *to be* after

¹ There is a growing tendency to disregard this rule for the predicate nominative, when either *it* or *that* is the subject of the verb.

them, form verb phrases which are followed by the predicate nominative.

It seemed to be *they*.

It appears to be *he*.

A pronoun in apposition with another substantive agrees with it in case.

There were three good men in the play: John, Henry, and *I*.

The objective form of the pronoun is not used as subject or as predicate nominative.

WRONG: *Me* and *him* are going

RIGHT: *He* and *I* are going.

WRONG: We knew it was *them*.

RIGHT: We knew it was *they*.

A pronoun ending in *self* or *selves* is not used as a subject.

WRONG: Fred, Roger, and *myself* will go.

RIGHT: Fred, Roger, and *I* will go.

EXERCISE 3. Choose between the words in the parentheses. If the blank in any sentence should be filled with a subject or predicate nominative, use the nominative form. If not, use the objective. Give the reason for each choice in the nominative case.

1. Audrey and (I, me) will come over to-night.
2. That was (he, him) standing on the corner.
3. Oh, Esther is smarter than (I, me).
4. (I, Me) thought that (he, him) slept on the boat.
5. Dad and (I, me) thought you and (he, him) slept on the boat.
6. Do his mother and (he, him) ever come over here?
7. Is that (she, her) standing near the piano?
8. Shall Nelle and (I, myself, me) give it to Mother for a Christmas present?

9. I'm just as good as (he, him).
10. We all thought it was (she, her).
11. They suspected that Percy and (she, her) had eloped.
12. The best players on the team were Tony and (I, me).
13. There were three girls at the meeting: (she, her), Ruth, and Julia.
14. Was it (I, me) that you called?
15. What were you and (he, him) doing when the accident occurred?
16. Neeley is a better outfielder than (he, him).
17. We knew it was (she, her) all the time.
18. It couldn't have been (we, us) because we were home.
19. Then he asked if it might have been Fern and (I, me) that he saw at Loon Lake.
20. Were you and (she, her) studying together?

EXERCISE 4. Appoint some members of the class to collect errors heard in the use of the pronoun in your English class, others those heard in other classes, still others those heard in the halls or about the school ground, and finally others for those heard out of school. Keep a written list of these errors and, after you have finished Problem 66, let each committee classify them to see what errors are most common in your community. Do the adults outside of school make the same errors made by students?

EXERCISE 5. Review the requirements at the head of this unit and correct the following theme.

All in Vain

The last time I was up to my cousin Toms farm his son and I decided to build a house for the belgian rabbits. We didn't know how big to make it so my cousin said he would help us. After he had made everything except one side he put the rabbits in to see if it was big enough. It was just right. He nailed all the boards on but as he nailed the last nail he made a discovery. He hadn't no door for the rabbits to come out of.

When he opened up one side he discovered that the rabbits found a loose board and had run out. An hour later when he came into the house for dinner, he told us he hit his fingers with the hammer about a dozen times and had almost hammered a nail through his thumb. But after much difficulty he finished his project. When we went to see the house we had a good surprise, there was my Cousin's mule Cæsar kicking the house into bits. When we drove the mule away it was too late. Because one end of the roof and a side had been beaten to pieces. My cousin looked at his bleeding hands and said "That will be a job for Dr. Bennum. If I go up to the farm again I do not think we shall build any more rabbit houses.

PROBLEM 66

THE OBJECTIVE CASE

Problem: *To learn to use the objective case form of the pronoun as object of a verb, object of a preposition, and subject of an infinitive.*

Review: Problem 20, Exercise 7, The Infinitive; Problem 32, Object of the Verb and Object of the Preposition; Problem 41, The Participle; and, unless very recently studied, Problem 65, The Nominative Case, and all problems suggested for review at the head of Problem 65.

EXERCISE 1. Review. After reviewing the problems suggested above, answer the following questions.

1. What is a preposition? A prepositional phrase?
2. Give three examples of nouns used as objects of prepositions. Three of pronouns used in the same way. Do either the nouns or the pronouns change their forms for use in this construction?
3. What two constructions take the nominative form of the pronoun? Give an example of each.
4. What three constructions take the objective form of the pronoun? Name a dozen prepositions.

5. What are the six pronouns that have different forms for the nominative and objective cases? Give both case forms of each of them.

6. Find all the direct objects of verbs, and all the objects of prepositions in Exercise 2, Problem 62.

The direct object of a verb takes the objective case form of the pronoun.

You hurt *him* badly.

Will you take *us* to Richmond to-night?

A single direct object rarely causes any confusion as to case form. When the construction is compound, if you are in doubt as to the form, try using the pronoun alone.

They recognized Mother and *me* immediately.

(They recognized *me* immediately.)

We trailed you and *him* for seven miles.

(We trailed *him* for seven miles.)

Since participles, gerunds, and infinitives are forms of the verb, they may take pronouns as objects. You are not yet responsible for knowing the difference between the present participle and the gerund. They are both forms of the verb ending in *ing*. Either may have an object, but neither ever has a subject.

PARTICIPLE. Thrusting Tyson and *me* vigorously to one side, he stepped boldly out in front of the crowd.

Mother seemed perfectly happy that year, having seen *us* all successfully started in life.

GERUND. Keeping *him* supplied with money was no easy task for her.

INFINITIVE. To know *her* was to love *her*.

The object of a preposition takes the objective form of the pronoun.

We pushed him towards *her*.
They will come for Alice and *me*, I'm sure.
(They will come for *me*.)

Like is a preposition according to most authorities, and not a conjunction. *As* and *than* are never prepositions.

RIGHT: He looks just like *her*.
WRONG: He dresses just like *she* does.
RIGHT: He is just as tall as *she* is.
WRONG: He is just as tall as *her*.

An indirect object may usually be recognized by the fact that it is the object of a preposition *to*, *for*, or *of*, understood. It is always in the objective case. The italicized words below are indirect objects. The understood preposition is in parentheses in each case. Whether you can always recognize the difference between the direct and the indirect object is not very important in English so long as you use the correct forms.

We gave (to) *her* some candy.
We brought (for) *them* a bushel of grapes.
The principal asked (of) *us* just two questions.

The subject of the infinitive takes the objective form of the pronoun.

to + a noun or a pronoun = prepositional phrase.
to + a verb = an infinitive.

The *to* is like a name plate telling just what sort of a verb is to follow. Now and then the name plate is left off and has to be understood.

We asked *her* to read her poem.
Mrs. Gentle invited *him* and *me* to stay.
Mrs. Johnson won't let *Fred* and *him* (to) play football.

In the sentence, *she wanted him to go home*, she does not want *him*. On the contrary, she wants to get rid of him. She wants *him to go home*. The object of the verb *wants* is the whole infinitive phrase, *him to go home*. What is the subject of the infinitive *to go*? Who does the going? This subject of the infinitive is always in the objective case. Keep this sentence in mind as a sample for all subjects of infinitives.

✓ Any form of the verb *to be* takes the same case after it that is used before it. When the subject is in the nominative case, the substantive following it is a predicate nominative in the nominative case; but when the subject is in the objective case, the word following it may be called a *predicate objective* in the objective case.

We fancied *it* to be *her*.

While we are running this show, I want *him* to be *her*.

A pronoun in apposition with a substantive in any of the foregoing constructions agrees with its antecedent in case.

First and second honors were given to two girls, Louise Swain and *me*.

Let's you and me go together. [*You* and *me* are in apposition with *us*, which is subject of the infinitive (*to*) *go*.]

EXERCISE 2. Give the reasons for the nominative or objective case forms of the pronouns in the following sentences. The outline below will furnish a quick reference.

NOMINATIVE CASE

subject of verb

predicate nominative

OBJECTIVE CASE

object of verb, direct
or indirect

object of preposition

subject of infinitive

The appositive
agrees with
its antecedent
in case.

1. We saw them yesterday afternoon.
2. Yvonne and George are going with us.
3. Give her the money for the fares.
4. The captain ordered him to charge.
5. We have over a hundred chickens. Feeding them costs a lot of money.
6. Our parents are usually wiser than we.
7. You came in after John and me.
8. Mother wants him to give her the coat.
9. You come in after John and I are seated.
10. Mrs. Ledyard is going to teach Mary and me to serve.
11. The coach is going to let him and me play.
12. Are you and she going with Sylvester and him?
13. It was he who took them away from us, just because he wanted her to have them.
14. Between you and me, he will not find them at Smith's.
15. We boys brought them some ground pine.
16. They are going to give Florence and me some swimming lessons.
17. It seems to Saul and me to be they. It certainly looked very much like them.
18. Was it I that you wanted to see?
19. They gave a box of candy to each one of us girls.
20. Three of us, Gladys, Bertha, and I, were asked to go with his father and him.

EXERCISE 3. Choose between the forms in the parentheses and give the reason for each choice. Give the reasons for the nominative or objective cases of the other pronouns.

1. Let Gertrude and (I, me) do the dishes for you.
2. A woman such as (she, her) can't talk to Kennedy and (I, me) like that.
3. She asked Alfreda and (I, me) to do her problems for her.
4. Yes, (he, him) and (I, me) went together.
5. (Sure, Surely) (us boys, we boys) will do that for you.
6. Mr. Slocomb brought two of them back, Jack Stimpson and (he, him).

7. I wanted him to let Walter and (I, me) do it.
8. Mother sat down beside (she, her) and (I, me) and told us some very serious facts.
9. There was perfect understanding among her father, (she, her), and (I, me).
10. Those in the store at the time were (she, her), George Agnew, and (I, me).
11. Was it (she, her) whom you saw giving them the merchandise?
12. I do not believe it is (he, him).
13. I will never believe it to be (he, him).
14. That is a picture of my cousin, (she, her) whom you met at the dance.
15. "Who will lend me a dollar?" ("I." "Me.")
16. We are not so far behind as (they, them).
17. Irene and (I, myself) will finish that for you.
18. We could not help seeing (he, him) and (she, her) together.
19. He built the boat for (him, himself) and his wife.
20. We tried to prevent her from seeing Eleanor and (he, him) quarreling.

EXERCISE 4. Write one sentence to illustrate each of the following constructions. In class let each student read his sentences, omitting the pronouns, and call on others to give the correct forms. If you want to make a contest of the exercise, you will find that the compound construction, like many of those above, will prove more difficult and therefore more interesting. The interrogative sentence is often a puzzler, too. This is the best exercise in the problem to teach you to use pronouns correctly. Continue it from time to time until you master the use of the case of pronouns.

NOMINATIVE CASE

subject of any verb
 subject after *as* or *than*
 appositive with subject
 predicate nominative

OBJECTIVE CASE

object of verb, participle, gerund, or infinitive

object of preposition

indirect object

subject of infinitive, "predicate objective"

appositive with any of these; *we* or *us* boys or girls, *let's* you and me go

EXERCISE 5. Put on the blackboard the errors in the use of the pronoun that your class found to be most common in your community. Who make more mistakes, high-school students or adults?

EXERCISE 6. Correct all errors in the case of pronouns in the following sentences and give the reason for each correction. Give the reason for the case of each of those already used correctly.

1. Our hogs are much heavier than them.
2. Sally wants John and he to hurry home.
3. The teacher made he and I go out of the room.
4. Nina sat between Bertha and I.
5. Was it me you called?
6. Us children are going to get he and Mother a new living room set.
7. It might have been her, but I think not.
8. Looking for Sue and her, I found you and him.
9. There were four of our men elected to Mystical Seven, Fred Sharp, Glen Wilson, and us two.
10. I couldn't imagine it to be they.
11. Will you lend Sylvia and I your Latin book?
12. We expect to give Shirley and she a trip to New York.
13. Would it be likely to be them down on the Municipal Wharf at this time of night?
14. I think I am healthier than him now.
15. Bill and me are going to buy that car of Banner's.
16. She stood beside Mother and I all the while.
17. It wasn't us that did it. It was them.
18. They never have anything for we girls.

19. You will wait here till after him and me get out.
20. Peter has invited you and I to go for a ride.

The possessive case. You have already learned that the possessive case of nouns always takes the apostrophe, whereas the possessive case of pronouns never does (Problem 17). You have learned that the possessive forms of the personal pronouns are frequently called possessive adjectives (Problem 19). A further discussion of the possessive case will be found in Problem 83.

EXERCISE 7. Write the following exercise from dictation. Give the reason for each capital and mark of punctuation.

16 Fairview Terrace
Austin, Texas
July 16, 1927

Editor of the *World*
Pulitzer Building
New York, N. Y.

Dear Sir:

After reading the editorial, "White Robins," in the *World*, July 14, I wondered if it had been put in "for sake of discussion." Possibly a white robin may seem improbable to some, but in the July issue of the *Nature Magazine* reference is made to an albino robin. This bird has nested in Annapolis, Md., for five consecutive years. The *American Magazine* for June pictures a white bluebird and in an article mentions an albino vireo.

Yes, we all know a robin has a red breast. We do not know, though, that all robins have red breasts. The young ones wear speckled vests, too light to be called red. Mother Nature expresses herself in so many ways that any story told about her is worth looking into, no matter how improbable.

Very truly yours,
FLORENCE C. FLANLY

PROBLEM 67

SPELLING

Problem: *To learn to spell all words through Group 42.*

Review: Problems 9, 26, 44, and 56.

After reviewing the above problems, you will study the words in Groups 41 and 42 in any way your teacher may direct. Before the close of your work on Part V you should be able to secure a grade of 95 per cent on a spelling test of 100 words, two thirds of which are chosen from Groups 41 and 42.

The words *then* and *than* are often misspelled. If you never confuse them, you do not need this exercise. If you do have trouble with these words, it is probably due to one of three things: you do not distinguish between their meanings, you do not pronounce them distinctly, or you are just careless.

Then is an adverb meaning *at that time*, as in the sentence, *I wasn't born then*. This word is pronounced to rhyme with *hen*. Try it. *Than* is a conjunction used in sentences like *I have more money than he*. *Than* is pronounced to rhyme with *fan*. Try it.

EXERCISE 1. Write ten sentences in which you use each of these words correctly five times. Read your sentences aloud, pronouncing these two words carefully and looking at them to get a picture in your mind of the correct form.

Final e before a suffix. The following rule, which covers the spelling of many words, may help you. *Drop the final e before a suffix beginning with a vowel.* Notice that the final *e* is dropped in each of the following cases before *ed* and *ing*.

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hope	hoped [hop(e)ed]	hoping [hop(e)ing]
come		coming [com(e)ing]
dine	dined [din(e)ed]	dining [din(e)ing]

Some adjectives add *er* to form the comparative degree and *est* to form the superlative degree, as in *hard*, *harder*, *hardest*. Note that a final *e* is dropped before either of these suffixes, as in *white*, *whit(e)er*, *whit(e)est*.

EXERCISE 2. Spell the past and the present participles of all verbs in the following list. Give the comparative and superlative degrees of all adjectives.

robe	slice	notice	divorce	make
bribe	place	dance	reduce	mortgage
cute	blue	safe	rude	rage
race	bite	glance	taste	owe
describe	curve	commence	live	nice
			fade	serve

EXERCISE 3. Write sentences in which you use each of the following words correctly. Read the sentences aloud, being especially careful about the pronunciation of these words.

lose, loose; to, two, too; there, their; its, it's; then, than

PROBLEM 68

DICTIONARY: HYPHENATION

Problem: *To learn to use the hyphen correctly.*

Review: Problems 10, 27, and 57.

Often when we are writing a theme or a letter we want to use a word like *schoolboy*, *high-toned*, or *fire engine*; but we do not know whether to write it all as one word like *schoolboy*, to hyphenate it like *high-toned*, or write it as two words like *fire engine*. The misuse of the hyphen is one

of the twenty most common errors made by many high-school pupils.

When in doubt about the hyphenation of a word, look it up in a dictionary.

Unfortunately the dictionaries themselves do not agree; but if you follow an authority like Webster's *New International*, the *Standard*, or the *Century*, your spelling will be accepted as correct.¹

There is no rule except the one above that will serve as an infallible guide, but the following will often help when you have no dictionary handy.

1. Do not use a hyphen unless you are reasonably sure you ought.

2. Use the hyphen when necessary to make the meaning clear.

a. Two numbers or a number and another word used together are hyphenated.

Give me sixty-five dollar bills. (\$65)

Give me sixty five-dollar bills. (\$300)

Give me sixty five dollar bills. (Not clear)

We sold twenty six-bladed knives.

We have a twin-six special.

b. Two words making a compound adjective modifier coming before a noun are always hyphenated for clearness and are likely to be hyphenated anyway. What would these expressions mean without hyphens?

A thick-skinned man

A red-ruled page

An old-fashioned girl

A well-known artist

¹ See the introduction to the *Standard Dictionary* for a set of rules for the hyphen that may interest some of the pupils in the upper grades of the high school, especially those publishing the school paper. These rules represent the most recent attempt to bring order out of this chaos of hyphenation in English, and may ultimately be universally accepted by the publishing world.

3. Practically all compounds of *self* in which *self* precedes the other word are hyphenated.

self-respect

self-satisfied

self-evident

EXERCISE 1. Look up the following words in an unabridged dictionary. If some use the *Standard*, and others use the *New International* or the *Century*, compare the use of the hyphen. If the teacher thinks you still need the practice, be ready to give the pronunciation and meaning of the words.

chock full	alarm clock	arm chair	high strung
chop house	base ball	arm full	war ship
air plane	sitting room	fire place	match maker
air raid	half sister	first class	fish hook

EXERCISE 2. Which of the italicized words in the sentences below would you hyphenate? Which make into a single word? Which leave as separate words? Give your reasons.

1. *In as much as* he is a very *well known* author I suppose I must give my *partially unwilling* consent to your reading his books.

2. I paid only *twenty two* dollars for this *altogether lovely* dress.

3. George has a *back bone* like that of a *jelly fish* but he is a *world beater* at *Kelly pool*.

4. That girl is certainly *long headed*. She is already *joint owner* of a *summer camp* and is taking the *pre medical* course at college.

5. The *wall paper* in my room is an *eye sore*.

6. My *grand father* used to say that a *well bred* man should have a *well trained* dog, and both should act the gentleman.

7. He is a *block head* and a numskull and no amount of his *half hearted* effort will make anything else of him.

8. Is a *horse chestnut* an *ever green* tree?

9. Our *house keeper* has an *hour glass* which she bought from a *second hand* store for *thirty five* cents.

10. A very *well dressed* young man stopped here this morning to sell me some *wild cat oil stock*.

PROBLEM 69

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in Parts I-V.*

Review: The statement of required knowledge at the head of this Part and any problems which you then find you need to review.

EXERCISE 1. After reviewing the statement of required knowledge, give the reason for each capital and mark of punctuation in the following theme. Write it from dictation. (Not more than 7 errors.)

The Skeleton in Armor

The poem that I *read* for to-day's theme was "The Skeleton in Armor," by Henry W. Longfellow, the great *American* poet. As Mr. Longfellow sat dreaming one evening, the *spirit* of an old Viking came to him and told *him* the *following* story of his life *so that* the poet could make a poem of it.

When I was a young man, I was very wild and bold, *roaming* the seas for plunder and adventure. One night *when* I was telling the story of one of our *sea* fights, I saw a *beautiful* girl looking at me. I *wooed* her, asked her father for her hand, was refused, captured her, defeated her father in a last sea fight, and sailed into the unknown West. Arriving after many weeks here on the soil of a new land, I built this tower, and we lived for a while *happily*. When she died, I ended my life *on* my own spear here in the forest.

I think *this* is *the* story of an old stone tower *in* Newport, Rhode Island.

EXERCISE 2. Give the following information regarding the above exercise: (1) sentences—simple, compound, or complex; (2) subordinate clauses—adjective, adverbial, substantive; (3) verbs—transitive or intransitive, tense; (4) parts of speech of words italicized.

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EXERCISE 3. Arrange, paragraph, capitalize, and punctuate the following letter. Be ready to give the reasons for the changes that you make.

3329 Firth St. philadelphia pa september 14 1932 my dear handsome apollo knowing that you like a good story and that you will need one to give you courage to start the school year Im asking uncle sam to deliver this to you.

Welcome Death

Throw up your hands Im going to shoot you. what for? I always said if I ever met a man homelier than I Id kill him. am I homelier than you? you certainly are. well then go ahead and shoot.

Irene

EXERCISE 4. Correct the following theme. Give the reason for each correction.

There is about sixty-five species of flying fish. Which are seen mostly in among warm seas.

These kind of fish are very misteries, even scientists are unable to agree as to there method of flight. Some think that the fish fly by their big front fins, others say that it is the speed with which the fish leaves the water that carry them along. The small fish of the atlantic Ocean fly only for a short distance but the larger species found around the coast of California ofton for about 200 yards, their fins are from eight to nine inches long.

These fish use their power of flight to escape from their enimies the shark and the tuna fish. They sometimes lands on the decks of ships in their efforts to escape their enimies, and then loose their lives after all.

Most of the flying fish are are excellent food.

EXERCISE 5. Arrange and correct the following letter.

23 Sumner street Youngstown, Ohio September 18, 1931
Dear Ellen: We have new neighbors' in that old house across

the street. For curiosity sake yesterday afternoon I walked passed the house. A girl no older than me was standing at the gate. There was a boy too, about as big as the girl, playing ball with a smaller, curly-headed boy, a nice collie was laying on the grass with its head on its paws. All the children seemed rather ragged, but they are very clean. The girl spoke to me as I passed. I stopped and we had a real friendly chat. She is very fascinating she has long black curls, dark blue eyes and a tannish skin. She is coming to our High School, and I think we shall be very good friends. Don't you think the year is opening up fine for both she and I too? Your cousin, Helen

EXERCISE 6. Correct the following sentences and give the reason for each change that you make.

1. Maroney don't like them italian fishermen.
2. I got a heavy schedule. I'm trying Latin and Chemistry two, in addition to my regular subjects.
3. An indian runner passed through our town this summer, he was on his way back to his home somewhere in the north-west.
4. You can't never tell when to take an umbrella along with you because you never know when its going to rain.
5. When you get loos in a old scow on Lake Michigan its hard to tell where your going to land at.
6. Her explanation was different than your's, her's was clearer.
7. One would be justified in opening it, wouldn't they?
8. Mr. Hart is going too take Milton and I to the automobile show next week.
9. Everybody ought to have good fences around their grazing meadows.
10. A person can't be expected to like to have a woman like that for their landlady.
11. When he came up and saw them boys going in his watermelon patch he says Hey you dirty little sneaks what are you doing?
12. Would you go if you was me?

13. I only have twenty-five cents left. Which I have to keep to get home on.

14. Mr. Hart has asked that Louise and me go to the automobile show with him next week.

15. Fred never liked Dr. Mantello. Because he didn't understand him.

16. Suppose it had been him that was run over?

17. Well, he done just as bad as me. He jumped off of the garage on to the flower bed.

18. These kind of flowers grow wild in the blue grass country.

19. We almost sold a thousand bushels of sweet potatoes this year. Which would have been our record sale.

20. The principal gave honorable mention to three of us: Alma Lang, Robertina Rossa, and I.

EXERCISE 7. After reviewing the requirements for the arrangement of the theme and the different kinds of letters, write in class the theme or letter which your teacher suggests. After it is written, divide the class into four groups and let one group grade all themes for clearness, one for capitalization and spelling, one for punctuation, and one for all other errors. (Standard: Errors not to exceed four per hundred words.)

EXERCISE 8. Bring your individual error list up to date, and watch especially for the mistakes on your list as you speak and write. Be sure to add your errors in the case of pronouns.

PART VI

REQUIRED KNOWLEDGE AND ABILITY

In order to complete the work of this unit you must acquire the knowledge set forth below and attain the standards of ability required by your school. See pages 532-533. The material in ordinary type you have already mastered; that in bold-face type is new.

I. THEME AND LETTER WRITING

1. Exact following of the regulations of the school for size of paper, heading, use of ink, title, margin, paragraph indentations, standard of handwriting
2. Conformity to accepted forms in letter writing
3. Papers with no more than four errors per hundred words in violation of the requirements for this unit in capitalization, diction, grammar, sentence structure, and spelling, when use of a dictionary is permitted

II. CAPITALIZATION

1. The capital is used
 - a. To begin a sentence
 - b. To begin a proper noun (or its abbreviation) or a proper adjective
 - c. To begin a word (or its abbreviation) denoting rank or a title preceding a proper noun
 - d. To begin each word in a title except articles, prepositions, and conjunctions
 - e. In writing the pronoun *I*
 - f. To begin *North, East, South, West*, and so on, when they refer to definite sections of the country
 - g. To begin the first word in a line of poetry

III. PUNCTUATION

1. The period is used
 - a. At the close of a sentence
 - b. After an abbreviation .

2. The question mark is used after an interrogative sentence
3. The exclamation point is used
 - a. After an exclamatory sentence
 - b. After an interjection **or exclamatory noun** showing strong feeling
4. The colon is used
 - a. After the salutation in a letter
 - b. **To begin a list or long quotation**
5. The comma is used
 - a. To separate words or group of words in a series
 - b. To set off from the rest of the sentence such a parenthetical expression as
 - (1) A noun of address
 - (2) A noun in apposition
 - (3) **A word like *however, moreover, too*.**
 - (4) **A prepositional phrase like *in fact, for example, of course***
 - (5) **A clause like *it is said, it is true*, and any other obviously parenthetical**
 - c. To set off an introductory expression such as
 - (1) A word like *yes, no, well, now, truly*, and so on
 - (2) Adverbial clause coming first in the sentence
 - (3) Participial phrase coming first in the sentence
 - (4) **Prepositional phrase like *in the first place, on the other hand*, when loosely connected with the rest of the sentence**
 - d. Before the conjunction in a compound sentence
 - e. To set off a direct quotation
 - f. **To help make the meaning instantly clear**
6. The apostrophe is used
 - a. To show possession, relation, or connection in a noun, as follows:
 - (1) after a word not ending in *s* sound, add apostrophe and *s*
 - (2) after a word ending in *s* sound, add apostrophe only
 - b. To show contraction, where letters are omitted
7. Quotation marks are used
 - a. To enclose a direct quotation
 - b. **To enclose the title of a poem, short story, essay, etc., referred to**
 - c. **To enclose slang or a borrowed expression**

IV. COMMON ERRORS TO BE AVOIDED

1. In diction, due to carelessness or confusion of meaning
anyways, anywheres, somewheres, nowheres; would of, could of, should of, might of; this here, that there; had ought, hadn't ought; different than; we was; ain't; he (she or it) don't; them things; to, two, too; learn, teach; lend, borrow; can, may; lose, loose; leave, let; its, it's; lie, lay; sit, set; rise, raise; there, their; then, than; altogether, all together; already, all ready; hear, here; misuse of words like great, grand, awful, terrible, fierce, funny, cute
2. In grammar and sentence structure, due to carelessness or ignorance of grammar
 - a. Omission of letters, syllables, words
 - b. Repetition of letters, syllables, words
 - c. Incorrect use of *a* or *an* before consonant and vowel sounds
 - d. Misuse of phrase or clause for sentence
 - e. Comma or no punctuation for period at the end of a sentence
 - f. Confusion of adjective and adverb, including use with verbs of the senses
 - g. Double negative, including use with *hardly, scarcely, but, only*
 - h. Lack of agreement of verb with subject in person and number
 - i. Wrong tense, indefensible shift
 - j. Wrong form of irregular verb, transitive and intransitive
 - k. Lack of agreement of pronoun with antecedent
 - l. Indefinite reference of pronoun
 - m. Misplaced modifier, *only, almost*, and so on
 - n. Wrong case of pronoun, except relatives and interrogatives
 - o. Misuse of preposition, wrong word or redundancy
 - p. Misuse of capital for a school subject, *high school*, a season, a direction
 - q. Incorrect comparison of adjective or adverb
 - r. Dangling participle
 - s. A string of *and's*; unrelated ideas in a sentence

V. GRAMMAR

1. The sentence
 - a. Kinds of sentences as to use: interrogative, exclamatory, declarative, imperative; end punctuation of each
 - b. Kinds of sentences as to form: simple, complex, compound, and compound-complex
 - c. Nature of phrase, clause, and sentence
 - d. Difference between principal and subordinate clauses; kinds of subordinate clauses
 - e. Subject and predicate, simple and complete
2. Parts of speech, recognition in simple constructions
3. The noun
 - a. Common and proper; use of capital with proper noun
 - b. Singular and plural
 - c. Possessive case; use of the apostrophe
 - d. Noun of address, set off by commas
 - e. Noun in apposition, set off by commas
4. The conjunction
 - a. Subordinate, introducing adverbial clause
 - b. **Use of coördinate**
5. The verb
 - a. Agreement with subject in person and number
 - b. Tense; emphasis on irregular verbs
 - c. Transitive and intransitive; emphasis on common errors
 - d. **Participle as verbal adjective. Participial phrase; emphasis on misuse as fragment and in dangling construction**
6. The adjective and the adverb
 - a. Difference in form and use, **including use with verbs of the senses**
 - b. **Comparison**
7. The pronoun
 - a. Kinds of pronouns, working familiarity only
 - b. Nominative and objective case forms of all pronouns
 - c. Case of pronoun
 - Nominative
 - Subject of verb
 - Predicate nominative
 - Objective
 - Object of verb, direct or indirect
 - Object of preposition
 - Subject of infinitive

- d.* Agreement of pronoun with antecedent in gender, number, and person
- e.* The pronoun in apposition, agreement in case
- 8. The preposition, misused and redundant

VI. SPELLING AND USE OF THE DICTIONARY

A. Ability in spelling

To spell with 95 per cent accuracy words **through Group 44**, two-thirds of the test to be taken from **Groups 43 and 44**

B. Ability in using the dictionary

- 1. To locate a given word
- 2. To tell how it is spelled, including hyphenation
- 3. To give its syllabication
- 4. To give its accent
- 5. To give its meanings as different parts of speech
- 6. To give its part of speech in any meaning
- 7. To give the pronunciation of a word involving the various vowel and consonant sounds
- 8. To tell whether a noun is common or proper; to give the plural of a noun
- 9. To tell whether a verb is transitive, intransitive, or neither
- 10. To give the preferred of two pronunciations
- 11. To give the change in pronunciation with change in meaning or part of speech
- 12. **To give synonyms and differentiate their meanings**
- 13. **To give the comparison of an adjective or an adverb**

PROBLEM 70

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in Parts I-V.*

Review: The statement of required knowledge just preceding and as many of the following review problems as you find you need when you start to do the exercises of this problem: 69, 59, 58, 46, 45, 29, 28, 12, 11.

EXERCISE 1. After reviewing the statement of required knowledge and ability, close your book and answer the following questions. Give an original sentence to illustrate each answer.

1. What are the meanings of the following words: *then, than; its, it's; lose, loose; there, their; to, two, too; lend, borrow; learn, teach; can, may; leave, let.*

2. What is redundancy?

3. Give at least six uses of capital letters.

4. Give six uses of the comma.

5. Give rules for the use of the apostrophe.

6. Give the correct forms for the six most common errors made in your community. If you did not collect them, give the correct forms for ten errors commonly made *in speech* that are listed in this book. See especially page 328 for a list of America's favorite mistakes in speech.

7. When are *a* and *an* correctly used?

8. Give two or three different kinds of sentence fragments against which one must be on one's guard.

9. What is the comma blunder?

10. Distinguish between the form and use of the adjective and adverb. Give four distinctions between them that offer special difficulties.

11. What is a double negative?

12. Give at least six words (most of them indefinite pronouns) that always take the singular verb.

13. What person and number of the pronoun is required in reference to these words?

14. What two constructions require the nominative form of the pronoun? What three require the objective form? Give the nominative and objective forms of the six pronouns that have case forms.

15. Give the difference in meaning and use between the words in each of the following pairs: *lie, lay; sit, set; rise, raise*.

16. What is the end punctuation for the interrogative sentence? The exclamatory? The declarative? The imperative?

17. What do you know about the punctuation of the compound sentence?

18. With what kinds of subordinate clauses are you now familiar? What do you know about their punctuation? Give a good list of subordinate conjunctions that introduce subordinate clauses.

19. What can you learn about the word *bootlegger* by looking it up in a dictionary?

20. What does the apostrophe stand for in such expressions as *I'm, it's, o'clock*?

21. Give the regulations for the form of a theme in your school. What is the greatest number of errors that you may make per hundred words?

EXERCISE 2. Punctuate and capitalize the following sentences. Give the reasons for the changes that you make. Correct any other obvious errors.

1. We think that the edmunds high school is the best high school in the state.

2. I have never liked it here during the month of august, its to hot. Pennewells beach is better.

3. Mr. sandee came around to the meeting of the club last night. Because he had heard that there had been smoking at our meetings.

4. The president is going to spend the summer in the black hills of south dakota.

5. I think I shall take algebra and latin next year, I want to prepare for college.

6. We had a letter from the spanish consul telling of the advantages of studying spanish but I think that was the only reply to the letters we sent out.

7. This child is an horrible example of cretinism. Which is a disease probably due to improper action of the thyroid gland.

8. Their aint nobody here better looking then him, you know that Irene.

9. "When you pick the daisies, said mother "Be sure to get long stems, we must do our prettiest for Gladys wedding.

10. Getting into cape charles considerably ahead of our schedule we had time to run up to accomac to see dr. sharp the bone specialist.

EXERCISE 3. Rearrange and correct the following letter. Watch for redundance.

75 Colony St Meriden Conn. August 15 1932 dear Dolores. My wish has finally come true. Mother and father have agreed to a trip to Atlantic city next sunday. I can hardly wait for the day to come around, I have already did my packing.

We are going to go to White Plains, N. Y. to see some friends for a few minutes and then across the Hudson on the bear mountain bridge. The only river I have ever seen was the connecticut and to think Im going to see the beautiful Hudson. Im thrilled to the very tips of my fingers.

When Father asked my sister and I to take one of our friends along. The first one we thought of was you we should all love to have you come along with us. Please do not disappoint us. Father will call for you Saturday Night if you say you will go. Sincerely your friend, Alberta

EXERCISE 4. Choose between the forms in the parentheses and give the reason for each choice. Are there any in which neither form is correct?

1. The wind was whistling in from the (northeast, Northeast).

2. They (was, were) all here last night (laying, lying) on the floor. Somebody must (of stole, have stolen) them for (his, their) kit.

3. Luke did (real, very) (well, good) out (west, West).

4. Any one of us who have studied civics (knows, know) how (his, their) city gets (its, it's) money for the support of schools.

5. The sort of watches that we have (run, runs) eight days without winding.

6. I have always liked machinery. I think I shall learn (that trade, the machinists' trade).

7. One should be sure that (they are, one is) right before saying a thing like that.

8. A fellow just (came, come) up to me and (says, said) he was there when the girl was (drowned, drowneded). That 's (he, him) over (there, their) by the (soda fountain, soda-fountain, sodafountain).

9. Jim and (I, me) are going to lend (she, her) and Gertrude the set of books that his uncle gave (he and I, him and me) for Christmas.

10. Why (don't, doesn't) Charles and (he, him) ask Ione and (she, her) to go with Mr. Goodfeather?

EXERCISE 5. Write a theme or letter suggested by the teacher. Try to make it absolutely correct in form and content. For convenience in marking, number each hundredth word and the last word.

PROBLEM 71

ERRORS COMMON IN SPEECH

Problem: *To learn to avoid a few errors common in speech.*

Review: The ten types of errors listed below are among the most common made in American speech. Study the list carefully and review the problems that deal with usages that you may have forgotten. (The numbers in the parentheses refer to problems in which the various usages are taught.)

1. Mispronunciation of words like *could have, would have, might have; anyway, anywhere, somewhere; asked, her, him, them, you, what, these, those, that.*

2. Use of vulgarisms that have no rightful place in the language, like *this here, that there, had ought, hadn't ought, ain't, wa'n't.*

3. Confusion in the meanings of words like *can* and *may*, *those* and *them*, *leave* and *let*, *learn* and *teach*.

4. Confusion of adjective and adverb. (50)

5. Double negative. (51)

6. Wrong case of pronoun. (65-66)

7. Lack of agreement of pronoun with antecedent in gender, number, or person. (63)

8. Lack of agreement of verb with subject in number or person. (52)

9. Wrong form of irregular verb. (54)

10. Redundance, especially in use of adverb and preposition. (62)

Many of you when you study this problem will be thinking of leaving school very soon. Read again the introduction to the student, pages 1-5, and remember that many business men insist upon reasonably decent English on the part of those whom they promote to important positions. Language like that in Exercise 1 below is the talk of ignorant or careless people. Not only will it hurt you in

business, but it will keep you out of many good times with people who are uncomfortable when in the company of those who use such poor English.

EXERCISE 1. Look over the following mispronunciations. If they are commonly made in your locality, put the correct form of each on the blackboard and practice it until it seems natural to you. If these errors are not common in your school, substitute about the same number that are. Change these blackboard drills from time to time.

1. Whaddaya gonna do widat?
2. Lemme have it.
3. Cantcha see it won't fit?
4. Watcha doin' now?
5. Didencha hide it somewheres?
6. Doncha bother with um.
7. I'll take um to 'er.
8. Didjew aster? Well, aintcha goin' to?
9. I wouldn't of chose his kind anyways.
10. Aw, dat ain't fair. You hadn't oughter do dat.

EXERCISE 2. Choose between the words in the parentheses and give the reason for each choice.

1. We couldn't get very (near, near to) the skiff, but we are sure it is different (than, from) yours.
2. We have (eaten, ate) (to, too) much (already, all ready).
3. One of the three Levine sisters (has, have) asked Fred and (I, me) to (fix, fix up) the stage.
4. There (is, are) only four of (them, those) audion tubes left.
5. She (don't, doesn't) sing so (nice, nicely) as Sue, (I don't think, I think).
6. Has anybody left (his, their) gloves? Here (is, are) a pair that just fell (off of, off) the piano.
7. Richless and (I, me) (set, sat) out all the first dances because we (knew, knowed) we couldn't dance very (good, well).

8. Tony and (I, me) (came, comes) up and (hears, heard) the robber tell his mother and (he, him) to hold up their hands.

9. Go (quick, quickly) and tell him you didn't do (nothing, anything) wrong.

10. She dresses (neat, neatly) like that (most, almost) all the time.

11. Every mother is sure that (her, their) own children will turn out (real, very) (well, good).

12. It wasn't (I, me) that (saw, seen) Mike and (he, him) do it.

13. I just know they won't (never, ever) give baby and (I, me) a ride.

14. We (did, done) so many of (those, that) sort of jobs that we are (near, nearly) broke.

15. We would have (come, came) with Sam and (he, him) if we hadn't (gone, went) over to that lake (in back of, behind) the mountain.

16. The sick man (raised, rose) (up, ———) on his elbow and asked if it was (he, him) that they were calling.

17. He might be smarter than (I, me), but I (ran, runned) farther than (he, him) yesterday.

18. (Us, We) girls thought it might be (she, her) but we couldn't be (real, really, very) sure.

19. The actuary as well as (we, us) (believe, believes) both his uncle and (he, him) to be getting along (some, somewhat) better. We have (brung, brought) back an account of their business.

20. Either you or I (am, are) to go after George and (she, her) at ten o'clock.

EXERCISE 3. Until you can use correctly sentences like those in Exercise 2, let one pupil make a sentence like number 1 and another supply the correct form. Another follows with sentence 2, and so on. A contest between two teams may add interest to this exercise.

EXERCISE 4. Add to your own individual list of errors any of the above that you make.

EXERCISE 5. What else can members of the class do this term for better speech, in the English class, in other classes, in the halls? Will the school sponsor a Better-Speech Week? What are your friends doing? Are you doing anything at home? Can anything be done through posters, sign-boards, store windows, churches, Boy Scouts, Girl Scouts, Y. M. C. A., Y. W. C. A., K. of C., Y. M. H. A., Y. W. H. A.? Can you get the local newspapers to coöperate?

EXERCISE 6. Correct the following sentences and give the reason for each correction.

1. When we seen the watchman coming, we crawled in under a freight car and laid their till he had went past.

2. We ketched a big black snake and bringed him home in a bag.

3. Everybody in Pocomoke are busy getting themselves ready for the fair.

4. The old pear tree as well as the three cherry trees are no longer bearing anything.

5. Where are you going to with them berries, Frank? Them ain't fit for to sell.

6. One should mind their own business as much as they can.

7. Can we milk the cows before supper? It will be most dark when we get through.

8. George is doing fine out in Wyoming. He is most well now.

9. Don't she sing sweet? I can scarce realize its the same girl that sung last night.

10. Fred spoke very plain and easy. The judges couldn't possibly give the prize to anybody else, I didn't think.

11. I don't even know where he's at. Who is he going with anyways?

12. Will you ask Elizabeth and he to give their papers to Doris and I?

13. What I think is that they insulted you and I most every day that we were there.

14. Can us fellows do that job for you? We'll do it real good.

15. Them Swerski girls think their better than me. I'll learn

them something, the snobs. They don't know nothing. They can't even talk English yet.

16. Oh, gee, ma, me and Joe was gonna get in free, but you won't leave us go nowheres.

17. You ought to have wrote more slow. I haven't read near all your theme yet and Ive found six mistakes all ready.

18. We hoped it would be him but when he looked up at me and asks the way to Dungannon we knowed it wa'n't.

19. Dad sent him and me to the hardware store to find out why the bottle had bursted.

20. We went in the room, but when we found that it was furnished different than ours we come out again in a hurry.

PROBLEM 72

MISCELLANEOUS PUNCTUATION

Problem: *To further the ability to use the comma, the colon, and quotation marks.*

Review: Problems 4 and 5: The Use of the Colon; The Use of the Comma; Problems 18, 40, 41, 42, and 49, The Use of the Comma; and Problem 49, The Use of Quotation Marks.

EXERCISE 1. Oral review. After reviewing the above problems, answer the following questions.

1. What is the only use of the colon for which you are thus far responsible?

2. What do you know about the difference in punctuation between the direct and the indirect quotation?

3. Give an illustration of a series of nouns that, in writing, would be separated by commas. A series of adjectives. A series of prepositional phrases. A series of clauses.

4. Define and illustrate a noun of address, a noun used in apposition.

5. What is an adverbial clause? What do you know about the punctuation of adverbial clauses coming first (or before the

main verb) in a sentence? What part of speech usually introduces an adverbial clause? Give at least a dozen of these in sentences.

6. If your teacher so wishes, name the kinds of adverbial clauses and give a few subordinate conjunctions that introduce each kind.

7. How does the present participle always end? How can you tell the past participle? Make up a sentence that you begin with a present participial phrase, then one that you begin with a past participial phrase. Continue this exercise until the members of the class can do it easily.

8. What is a compound sentence? What do you know about its punctuation?

9. Give a list of coördinate conjunctions that join the clauses of a compound sentence. Illustrate each one with an original sentence.

10. How many correlative conjunctions can you use in original sentences?

EXERCISE 2. Review. Write two sentences to illustrate each of the following eight uses of the comma. The comma is used:

1. To separate words or groups of words in series
2. To set off a noun in apposition
3. To set off a noun of address
4. To set off *yes* and *no*
5. After an adverbial clause first in sentence
6. After a participial phrase first in sentence
7. Before conjunction in compound sentence
8. To set off a direct quotation

EXERCISE 3. Write twelve original sentences, two to be punctuated like each of the six forms below. Practically all you need to know about direct quotations is suggested in these forms. (The capital *A* means that what is inside these quotation marks begins with a capital. The small *a* means that what is inside of these quotation marks begins

with a small letter. They do not mean that the quoted parts of your sentences must begin with *A* or *a*.)

1. He said, "A"
2. "A," he said.
3. "A?" he asked.
4. "A," said he, "a"
5. "A," said he. "A"
6. "A?" he asked. "A"

The comma with introductory words and phrases. The three new rules for the comma that we shall study in this problem are sometimes very easy of application, sometimes rather difficult. Each one of them requires that you exercise your judgment.

Introductory words and phrases like *yes*, *no*, *well*, *truly*, *now*, *still*, *fortunately*, *indeed*, *in the first place*, *on the other hand*, are always followed by commas.

Yes, I shall expect him.

Truly, I think the man is demented.

Well, if you think you would like to try, go ahead.

Now, this is the way I see it, Allan.

On the other hand, he knows no chemistry whatever.

But the same words in the following expressions are not introductory and should not be followed by commas.

Now the day is over.

Well it was that you did!

Truly exerting himself to do his best day by day had brought him only failure and disappointment.

On the other hand he wore a large diamond ring.

The comma with parenthetical expressions. A parenthetical expression is one that is included as a side remark; it is not necessary to the grammatical completeness of the sentence. When a word, phrase, or clause is obviously paren-

thetical, it is set off by commas. Such expressions as *more-over, however, furthermore, in fact, for example, indeed, it is true, it is said, in short, no doubt, of course*, and so on, are frequently used parenthetically.

I have let you go often. I wish, however, that you would not ask me to let you go to-night.

I think that Alderdyce, for instance, is no boy for you to have for a friend.

It will rain, no doubt, before we get home.

Although an expression that is obviously parenthetical is set off by commas, *these commas should be omitted unless you are sure that the expression is parenthetical*.

The comma for clearness. If the absence of the comma causes a reader even a moment's confusion, the sentence is not well punctuated.

Not instantly clear:	In Clara Grote has a good secretary.
Better:	In Clara, Grote has a good secretary.
Not instantly clear:	When she does choose Desmond will not be her choice.
Better:	When she does choose, Desmond will not be her choice.
One meaning:	No Anderson can do that.
Another:	No, Anderson can do that.

To the ten rules for the comma that you have studied, add the following: *Use the comma whenever it will help make a sentence instantly clear*. Indeed, although many marks of punctuation are merely formal, the one great purpose of all punctuation is to enable the reader to get the writer's thought with the greatest ease. If you will notice the ten rules you have already studied and the sentences in the exercises below, you may see that clearness was the original purpose of all of these rules. So fundamentally important is this rule of clearness that it may almost

be said that if you will follow it intelligently, it is the only rule you need to know.

Some modern writers omit some of the commas that you have been taught to use when they do not consider them necessary to clearness. For the present, however, you will be required to use commas in accordance with the ten rules you have studied, and in addition, any commas that may still be necessary to make your meaning unmistakably clear to your reader. A sentence is clear, remember, not when it can be understood, but when it cannot be misunderstood.

The colon is often used before a list, especially when the list is preceded by an expression like *these* or *the following*.

Please send these boys to me at 3:30 on the baseball field: Kollontoi, Ormski, Bellanca, McGillicuddy, Brown, and Johnson.

The following books are ready to be delivered to your room at three o'clock: *Sorrell and Son*, *The Sea Hawk*, *Spell of the Yukon*, *Story of a Bad Boy*, and Drinkwater's *Abraham Lincoln*.

Quotation marks in titles. If you wish to refer to a title of a poem, a chapter in a book, a song, or a short story, enclose the title in quotation marks. If you wish to refer to the title of a book, play, opera, painting, or other work of art, or to the name of a ship, a newspaper, or a magazine, underline the title with one line (which stands for italics).

"The Highwayman" is a good poem to read aloud.

In Chapter XV, "Bob Discovers the Cave," you can find out how the book ends.

I read *Treasure Island* three years ago.

One of the most beautiful operas is *Lohengrin*.

They sailed on the *Bremen* last week.

Use neither quotation marks nor underlining for the title

at the head of one of your own themes unless you have borrowed the title.

Quotation marks are also used around slang expressions and expressions that the author has borrowed.

George thought it was "up to" him to do his best.

Each of our clubs in the senior high school tried to establish a "sphere of influence" in the corresponding club of the junior schools.

✓ Single quotation marks are used to represent a quotation within a quotation, but you will rarely find it necessary to use them.

This morning my father called me aside and said, "When you can recite that passage from Ruskin beginning, 'He who has truth at his heart need never fear the want of persuasion on his tongue', I will give you the motorcycle."

EXERCISE 4. Give the reason for each comma in the following sentences. (Give "for clearness" as the reason only when no other reason applies.)

1. Aaron, you take the truck down to the house and get me a box of canned peaches, two bunches of bananas, and a crate of western fresh eggs. Well, what are you waiting for?

2. Knowing just exactly the nature of that for which he had been searching, James recognized it immediately when he found it.

3. The Chinese governments of the North and South, it is said, are planning common action to rid China of the domination of the foreigner.

4. His fantastic theory was ridiculed as in plain contradiction of common sense, but, above all, as in contradiction of the findings of science.

5. If it is old-fashioned to be opposed to the poverty and misery caused by alcohol, I, at least, am willing to be old-fashioned.

6. During your first year in college, I wish, for reasons that

you will understand later, that you would devote yourself almost exclusively to your studies.

7. These Negroes, it is reported by those who have been over the ground, live in conditions of virtual slavery, and the flood conditions have been used to strengthen their chains.

8. For Albert Sanger, Sterling would do everything that lay in his power, but he expected Sanger to "make good" wherever he put him.

9. From *Tommy-Ann* by Mabel Osgood Wright, I copy the following sentence: "Always it grew lighter, and we felt the breath of Ghiezes hot upon our breasts, and the moist earth upon them burned red like brick-clay. Seeing this, Winona, turning, said, 'You must leave me now, returning earthward.'"

10. I will wear a white shirt, a blue and white tie, long pants with white stripes, and brown oxfords. I am five feet tall, and thin. I have brown hair and gray eyes.

EXERCISE 5. You have now studied the most common reasons for the comma except when it is used with a non-restrictive element. Explain all the commas on two pages of some textbook that you are using. When you find a comma used in accordance with no rule that you have had, say so. (You will generally find the punctuation of twentieth-century authors easier than that of previous writers, who are likely to use commas that would be omitted today.)

The superfluous comma. A not uncommon mistake made by high-school pupils is the use of the unnecessary or superfluous comma. The chief reason for these superfluous commas is carelessness. Next to carelessness is a conscientious attempt to follow some rule. The following "don'ts" will often help.

1. A prepositional phrase coming first in the sentence is not punctuated unless it is obviously introductory or very long, or unless clearness definitely demands punctuation.

(*No comma*) At first there were only four of us there.

2. An expression must be quite positively parenthetical to justify the commas. "When in doubt, don't" is a good rule.

(*No comma*) The noise when that truck goes by is unbearable.

3. Do not use a comma between a subject and its verb unless there is an unquestionable reason for it, usually a parenthetical expression.

(*No comma*) George, Fred, and Harry were absent.

4. Use a comma before *or* and *and* when they join the clauses of a compound sentence, but not as a rule when they join words, phrases, or even subordinate clauses.

(*No comma. Why?*) We hurried to catch Gladys and missed seeing Gertrude.

(*No comma. Why?*) They are either on the shelf or in the top drawer.

(*No comma. Why?*) He doesn't know where I am now or where I am going to-night.

(*Comma. Why?*) He will have to find out to-night, or I shall wait no longer.

✓*But*, as a conjunction, is almost always preceded by a comma; as a preposition, never.

EXERCISE 6. Give the reason for each comma used in accordance with rules you have studied. Tell which commas are superfluous. Make any other necessary corrections in punctuation or capitalization.

1. Great masses of green foliage with specks of blue sky shining through, are all that one can see in the forest on a Summer's day.

2. Here and there, are rays of sunlight stealing through the branches.

3. The grass below is the same shade of green, and as soft as a persian rug.

4. The big fish come close to the shore, in search of food, and you can catch them easily.

5. At the meetings, we arrange all the soiled books, and do many other things.

6. By working together, we get a great deal done each day.

7. The old blazed pine trail is now nothing, but stately pines with honorable scars of service.

8. The old tree, over there in the corner of the lot, bore three bushels of cherries.

9. The church, but not the Sunday school, has met its expenses.

10. Everyone in the crowd, but me, had a pony.

EXERCISE 7. Write a theme according to your teacher's directions. Divide the class into three groups, and let one group mark errors in punctuation, another those in spelling and capitalization, a third all other errors. Watch especially for mistakes in the use of the comma.

EXERCISE 8. Write the following exercise from dictation. Give the reason for each capital and mark of punctuation.

In fact, it is necessary, in order to maintain your self-respect in these days, to own an automobile. There is no surer way, I believe, of convincing yourself that you are "keeping up with Lizzie." You sit down behind the wheel of your first car, let loose the power, and move out to take your place in the column of the twentieth century, a column that has hitherto rolled by and left you gazing wistfully after. When this happens, you feel that "lordly great swelling within" that a less sublime but more hilarious spirit has termed "a grand and glorious feelin'."

PROBLEM 73

UNITY IN THE SENTENCE

Problem: *To further the ability to use sentences that express one complete idea and no more.*

Review: Problem 37, The Fragment Misused as a Sentence; Problem 43, The Comma Blunder.

Unity. A good sentence contains one complete idea and no more. Such a sentence is said to possess unity or *oneness*.

The fragment. Sometimes a sentence fails to possess unity because it expresses only a part of an idea, like the fragments studied in Problems 37, 38, and 39.

Nobody in our family got a gold star. *Because we had all been absent too often.*

Comma splice. Sometimes a sentence fails to possess unity because it has more than one complete idea in it. These separate ideas that should be in separate sentences (or one subordinated to the other) are often spliced together by commas, as are the sentences studied in Problem 43.

The fire has gone out, the wood is all gone.

With these two violations of sentence unity you are already familiar. There are two others to learn about in this lesson.

The string of *ands*. Often ideas that should be subordinated or put into separate sentences are strung together with a string of conjunctions, usually *and's*. This is especially true in oral narratives where "an's" and "anna's" and "anda's" fill the ether.

WRONG: I wrote a story for class to-day and I thought it was pretty good and the teacher liked it but the pupils didn't.

BETTER: The pupils didn't like the story I wrote for class this morning, but the teacher did. I did, too.

or

The teacher and I liked a little story that I wrote for class this morning, but the other pupils thought it was poor.

POOR: We have a place to play on our roof and the other boys come up there and we have lots of fun playing basketball.

BETTER: The boys on our block have lots of fun playing basketball with me in the playground that we have on our roof.

Unrelated ideas. Some ideas just don't belong together. In the same sentence they are like a horse and a cow in the same harness, or strawberries in clam chowder. Usually the best thing to do with such ideas is to keep them apart. Sometimes one of them may be subordinated to the other.

POOR: Our new school will be ready in September, and the old school is dangerous.

BETTER: They are trying to get our new school building ready by September. The old building is dangerous.

POOR: Stevenson's *Treasure Island* is a very good book and he had consumption.

BETTER: Stevenson's *Treasure Island* is a very good book, written by a man who had consumption.

Often a sentence may be greatly improved by a change in the conjunction, from one coördinate to another or from a coördinate to a subordinate. A change in the order of the clauses sometimes helps when an idea is to be subordinated.

POOR: The car is not running now, *and* we expect to have it ready by noon. (Did the writer mean *but*?)

POOR: Even the pines had turned brown, and there had been no rain for weeks.

BETTER: Even the pines had turned brown, because there had been no rain for weeks.

It is not always easy to get the right relationship between ideas in a sentence. Frequently it isn't a question of right and wrong at all, but rather a question of good and better, or bad and worse. The author has read somewhere that the most accurate test of a writer's intelligence is his use of conjunctions.

EXERCISE 1. Tell whether the fault in each of the following sentences is the fragment for a sentence, the comma blunder, the string of *and's*, or unrelated ideas. Revise each one by making it into more than one complete sentence or by subordinating one or more of the ideas. Make any other necessary changes.

1. Mother gave me a watch for a birthday present. But it won't run.

2. We went up to Lampheer's store and we got some picnic plates and mother drove over to Warren Street and got Sally and then everything was ready.

3. Lindbergh made a nonstop flight from New York to Paris, and I think I'll be an aviator.

4. We went outside to see what was the matter, and the boys had put a board over our chimney.

5. We asked him what the lesson was, and he didn't know.

6. The whole world seemed like a paradise and you could hear dogs barking.

7. The day was cold and the sun was shining very much.

8. We splashed around in the water for half an hour and went up on the bank to eat our lunch and there was plenty of grass and big trees for shade so we had a good time.

9. My friend and I decided to go out in the woods and saw many beautiful things. Both purple and white violets were budding among the old leaves, and the robin is a very beautiful bird, too.

10. I didn't know I was late, our clock must be slow.

11. I like a book about a mystery and how they found out about it. Something like Sherlock Holmes.

12. From Mount Tom there is a wide view of the Connecticut Valley. Which is the most beautiful I have ever seen from there.

13. The doctor put some iodine on it and wrapped it up in a bandage. So that it would get well quicker.

14. We couldn't go to Mamauguin yesterday, it rained.

15. Our principal has sent out notices asking us to improve our banking and attendance. But we have paid no attention to them.

16. There was a masquerade at the Casino last night, and I wore a devil's suit. Made out of an old suit of red flannel underwear. That my uncle wore in Alaska.

17. Be sure to bring your bathing suit, we go in here every day.

18. We went out to get ferns and flowers to decorate the stage and there were plenty of ferns and daisies but we couldn't find anything else to decorate the stage with.

19. The walls of my room are decorated with pictures and our school banner, I think it looks real nice.

20. It was a dirty trick the janitor played on us, and I think he ought to be fired.

PROBLEM 74

ADJECTIVE AND ADVERB

Problem: *To learn to avoid the following common errors in the use of adjective and adverb: (1) errors with verbs of the senses; (2) the double negative with *hardly*, *scarcely*, *but*, *only*; (3) errors in comparison; (4) misuse of words like *grand*, *awful*, *terrible*, *nice*.*

Review: Problem 50, Adjective and Adverb; Problem 51, Double Negative; Problem 33, Verbs of the Senses.

EXERCISE 1. Oral review. After reviewing Problems 50, 51, and 33, answer the following questions.

1. What does an adjective modify? What does an adverb modify? With what syllable do adverbs usually end?

2. The following adjectives are frequently misused for adverbs: *good, real, most, some, fine*. Give the corresponding adverb for each of these adjectives.

3. Give five sentences in each of which you use one of the above adverbs correctly.

4. Give a list of the verbs that may be followed by the predicate adjective. Put them on the board and use each one in a sentence with a predicate adjective.

5. What do you mean by a double negative? Illustrate with the words *no, nothing, nobody, never, nowhere*—giving first the incorrect then the corrected sentences.

EXERCISE 2. Review. Choose between the forms in the parentheses and give the reason for each choice.

1. Doesn't he walk (awkward, awkwardly)?
2. Doesn't he look (awkward, awkwardly)?
3. He sang very (good, well) last night.
4. He does his work (real, very) (well, good).
5. I think he feels (some, somewhat) better this morning.
He certainly looks (good, well).
6. I never know (anything, nothing) to talk to him about.
7. He has never felt (sick, sickly) at (no time, any time) when he wanted to drive that car.
8. Let's hurry. I'm (most, almost) famished.
9. That sounds (good, well) but I don't believe it is true.
10. I (can, can't) never convince myself that he (did, done) his work (honest, honestly).

Verbs of the senses. The verbs *taste, smell, sound, look, appear, seem, grow*, and the verb *to be* are frequently followed by the predicate adjective. Note that (1) these verbs are linking verbs; they connect the subject with the predicate nominative or the predicate adjective; (2) the predicate adjective modifies the subject, whereas an adverb modifies the verb; (3) you can usually tell when you have one of these predicate adjectives with a verb of the senses by substituting for the verb some form of the verb

to be. Let us apply these three ideas to the following sentences.

The fudge tastes too sweet.

(The fudge is too sweet.)

Tastes is a linking verb, just like the verb *is*, connecting the subject *fudge* with the predicate adjective *sweet*. This predicate adjective definitely modifies the subject *fudge*. Substituting the verb *is* for *tastes* helps us to see this more clearly. Since *sweet* is an adjective modifying the subject, it cannot be an adverb modifying the verb *tastes*; hence it would be wrong to say *The fudge tastes sweetly*.

But this distinction is not always so easy as that. Compare the following sentences:

Mary looks sweet.

Mary sings sweetly.

Here Mary looks like a sweet girl. *Sweet* is a predicate adjective used after the verb of the senses *looks*; it modifies the subject *Mary*. *Sweetly* is an adverb modifying the verb *sings*. We know this because the meaning of the sentence is not *Mary is sweet*, but *Mary sings sweetly*.

He looks keen.

He looks keenly about him.

Keen modifies *he*, just as in *He is keen*. But *keenly* tells, not what he looks like but how he does his looking; it modifies the verb *looks*; hence the adverb form.

EXERCISE 2. Tell whether each of the italicized words is a direct object, a predicate nominative, a predicate adjective, or an adverb. Give its exact use in the sentence.

1. Our alfalfa grew *well* this year.
2. Mr. Young is going to grow *turnips* in the lot beyond the woods this year.

3. Alfred grows more *awkward* all the time.
4. That hat becomes *him* very much.
5. Then Dr. Jekyll would become *Mr. Hyde*.
6. If you can reach the foot of the rainbow, you will become very *rich*.
7. He looks *sly*. He looks *well*. He looks *ill*.
8. He looks *slyly* around. He looks *thoroughly*.
9. The eel tasted *good*. The eel tasted the *worm carefully*.
10. That sounds *good*. That sounds the *bell*. That sounds *well*.

EXERCISE 3. Choose the proper form from each of the pairs of parentheses in the sentences below and give the reason for your choice.

1. That seems (honest, honestly), but I don't feel (right, rightly) about it.
2. The waves looked (threatening, threateningly), and we decided we should feel more (comfortable, comfortably) on shore.
3. No matter how (careful, carefully) he speaks, he always looks (disreputable, disreputably), even when he appears for a formal lecture.
4. You can't become (I, me), so there is no use in your looking so (gloomy, gloomily) about it.
5. (Odd, Oddly) enough, he appeared very (quick, quickly) in his movements.
6. Although she tasted the cream (careful, carefully), she couldn't tell whether it tasted (sour, sourly), or not.
7. He appeared very (quick, quickly) from behind the hedge.
8. The dog grew (some, somewhat) (sly, slyly) very (quick, quickly).
9. Their music sounded (bad, badly) to us, just as our cooking tasted (bad, badly) to them.
10. That hound has a good nose; he smells (good, well). But I have a good nose, too; and I know he doesn't smell (good, well).

Double negative with *hardly*, *only*, *scarcely*, *but*. Each of these words in sentences like those below is a negative, and when used with another negative, it forms the objectionable double negative, just as do *nowhere*, *nobody*, and so on.

RIGHT: I can hardly believe you.

DOUBLE NEGATIVE: I can't hardly believe you.

RIGHT: There was only enough for us.

DOUBLE NEGATIVE: There wasn't only enough for us.

RIGHT: There were scarcely a hundred people present.

DOUBLE NEGATIVE: There weren't scarcely a hundred people present.

RIGHT: I can't help feeling bad about it.

DOUBLE NEGATIVE: I can't help but feel bad about it.

Comparison of adjectives and adverbs. Adjectives and adverbs may be in any one of three degrees: *positive*, *comparative*, or *superlative*. Whether these terms are familiar to you or not, you use the forms constantly and, for the most part, correctly, as you will notice by looking at the examples below.

This is easy; that is easier; these are easiest.

John was obedient; George was more obedient; Frank was most obedient.

Ham is good; eggs are better; milk is best.

Most adjectives are compared like *easy*, *easier*, *easiest*; a considerable number, especially those of three or more syllables, like *obedient*, *more obedient*, *most obedient*; a few irregularly, like *good*, *better*, *best*.

John works hard; George works harder; Frank works hardest.

He came promptly; she came more promptly; I came most promptly.

Adverbs, as you will notice in the above sentences, are compared in much the same way as adjectives, except that most adverbs form their comparatives and superlatives by using *more* and *most*, like *promptly*. Only a few (usually adjective forms used as adverbs) are compared like *hard*, *harder*, *hardest*, and a few others irregularly like *well*, *better*, *best*.

Ordinarily you will be able to use the three degrees of the adjective and adverb without difficulty. *When in doubt consult a good dictionary.*

The most common error of comparison is using the superlative degree in comparing two things or persons. The following sentences are correct:

Of two people: He is heavier.

Of three or more: He is heaviest.

Of two things: This is the better one.

Of three or more things: This is the best one.

John is the older (of the two).

John is the oldest (in a group of three or more).

I think the latter (of two) is the better.

I think the last (of three or more) is the best.

EXERCISE 4. Correct the double negatives, wrong comparisons, and any other errors you find in the following sentences.

1. Well, I've thought about your two plans and don't hardly know what to say. I honestly don't know which is the best. I can't help but think, though, that I should choose the last one that you mentioned, working for Owens.

2. There weren't only about fifteen families at the camp this year. There's no fun when there ain't nobody there.

3. The weather looked threateningly and we didn't hardly dare stay.

4. It is most all gone; there probably isn't only enough for one meal left.

5. I can't scarce see across the room with these glasses on. They are different than them you give me.

Exaggerations. People misuse certain expressions because they have a mistaken belief that such expressions are especially effective.

Probably the most common of these misused words are *grand*, *awful*, *terrible*, *fierce*, *funny*, *cute*, though the list is likely to be different from place to place and change from year to year.

Grand when properly used has the suggestion of largeness, majesty, either moral or physical. *A grand old man, a grand manner, a grand sight, a grand service.* It is rather foolish to apply such a word to a plate of ice cream or a piece of Irish lace.

A thing that is *awful* inspires awe, dread, reverence. *An awful accident, an awful storm, the awful wrath of God.* An ink spot on one's finger is not awful. Neither is a pink hat with a red dress, or having to stay in after school, or the fact that your puppy has the mange, though such expressions are becoming respectable in conversation.

A thing is *terrible* that inspires terror, fright, fear. *Terrible* is a synonym for *awful* but has none of the suggestion of reverence that *awful* connotes. To lose one's trolley transfer is not terrible. A woman in last year's hat does not look terrible.

Fierce has the suggestion of both wildness and cruelty. *A fierce dog, a fierce beast, a fierce wind.* But it isn't fierce to get a failing grade or to fail to make one of the teams.

A thing is *funny* that inspires amusement or mirth. *A funny story, a funny act, a funny comedian.* Do not use the term except colloquially when you mean surprising, strange, odd.

Cute is a colloquialism, and may be used in informal speech. A thing is *cute* when it is both small and attractive.

A cute baby, a cute little hat. Except in irony it is wrong to say that a husky boy is cute.

Nice rightly carries the suggestion of careful discrimination. *A nice distinction in meaning, a nice expression of an idea.* *Nice* meaning agreeable, kindly, pretty, or worthy is a colloquialism permissible in informal conversation, but not in literary English.

The uncalled-for superlative. A second attempt to be expressive is found in the use of the superlative degree when it is uncalled for. If a certain man is the most villainous wretch in your acquaintance, tell him so, and take the consequences. You have spoken the truth and used good grammar. But the minister's wife who yesterday said to three different children, "Oh, I think you are the sweetest thing," was careless both with the truth and with the king's English. *Best* means that there are no others so good. *Funniest* means that there are no others so funny. *Sweetest* means that there are no others so sweet. *Use the superlative only when you mean the superlative.*

Slang. A third attempt to be especially expressive is found in the use of slang. Some slang really does express an idea or a feeling more readily than any good English phrase. When it does, it usually becomes accepted in the language. Most slang, however, is here to-day and gone to-morrow because it is weaker than its equivalent in good English. The danger in excessive use of slang is that one may come to depend upon it. Slang as a crutch is one thing. Slang as a saucy feather in the cap is quite another. Be sure you can speak good English, then use whatever slang you please; but if you find that you can express your ideas only in slang, you had better let it alone.

EXERCISE 5. Find a better expression for each one italicized in the sentences below and explain why you think it better. Correct any other errors you find and give the reason

for each correction. Do you think any of the slang is better than good English?

1. I think that's an *awfully cute* coat you have. *It's just the sweetest thing ever.*

2. The sun is shining *good* this morning and the grass will dry *awfully* quick.

3. Oh, isn't he the *nicest* thing? I think he's a *perfect dear*.

4. Well, I simply can't find my gloves nowhere. I think it's the *funniest* thing. Now, mother, I just can't look for them but another minute. Won't you help me?

5. It's *up to you to get wise* and *cut it out*. You can't *high hat* everybody like that.

6. Oliver done his job real good, he thought, but it looked *terribly* to us.

7. It don't seem hardly right for her to wear that *awful* thing.

8. It was raining *fierce* when I came to school this morning, and another *guy* and me was late.

9. *Lookit*, Ed, didn't you tell me Uncle Louis was *all better*?

10. You ought to have been with us yesterday. We had a *grand* time.

EXERCISE 6. Make a list of the worst slang expressions used and of the words that are misused in your locality, and continue with oral exercises like those in Exercise 5, using the errors that you have collected.

EXERCISE 7. Have a bank on the table at home into which everyone has to drop a nickel for each of certain errors he makes. It is better to have a short list of the worst errors unless the language of the home is very good.

PROBLEM 75

THE DANGLING PARTICIPLE

Problem: *To learn to use and punctuate correctly the participial phrase.*

Review: Problem 41 and Problem G. If you did not study Problem G, do so before going any further. Begin with "Words ending in -ing," page 175.

EXERCISE 1. Oral Review. 1. How does the present participle end? How can you tell the past participle? Give the present and past participles of the following verbs and of any others for which you may be asked in the list in Problem 54:

hear	burn	drown	lie
bite	burst	eat	prove
blow	choose	flow	speak
break	dive	freeze	spit
bring	drink	get	take

Put upon the blackboard a list of the principal parts of verbs about which the class is uncertain and, as a group, repeat them for a minute or two each day until they become familiar.

2. How is a participial phrase punctuated when it comes first in the sentence? Give an example.

3. Against what common error in the use of the participial phrase should one be on one's guard?

4. Find all the participles in Exercise 7, Problem 46.

5. Give the part of speech of each *-ing* word in the following sentences:

Are you writing them regarding the plumbing in that Sterling building?

Being careful now may be the means of preventing the loss of that contract.

Speaking frankly, however, I don't think we have even a fleeting chance of getting it.

6. A participle is the combination of two parts of speech. What are they? Explain with illustrations.

You know that the present participle ends in *-ing*, and that the past participle is the last of the three principal parts of a verb; that the participle is a verbal form used as an adjective to modify a noun or a pronoun; that the participial phrase, when it comes first in the sentence, should be set off from the rest of the sentence by a comma; that such a phrase should not be written as though it were a sentence, that is, begun with a capital and ended with a period.

The dangling participle. A participle is a verbal adjective modifying a noun or a pronoun. If the noun or pronoun is removed, the participle has nothing to modify. It dangles or hangs loose. In order to correct a dangling participle in the present or perfect tense, *make the actor in the participle the same as the actor (or subject) in the main verb.* This will work most of the time.

Finding that we could not get the bus, we decided not to go.

Who found? Who decided not to go? Is the actor in the participle the subject of the verb?

Having arrived safely at the station, we went immediately to the train.

Who arrived? Who went?

Which is the better in each of these pairs of sentences below? Why? (Test as above.)

Sitting at my window, a fine view of the cove is seen.

Sitting at my window, I have a fine view of the cove.

Knowing little of courtesies of the court, embarrassment overcame her.

Knowing little of the courtesies of the court, she was overcome by embarrassment.

Essentially this same rule applies to past participial phrases except that it is the *acted-upon* in the past participle that is the subject of the verb.

Struck by her great beauty, he asked for an introduction.

Is the person *struck* the same as the one who asked?

Which is the better of the following sentences? Why? (Test as above.)

Believed to be the youngest girl violinist on the concert stage, the audience welcomed her with great applause.

Believed to be the youngest girl violinist on the concert stage, she was received with great applause by the audience.

Punctuating the participial phrase. In Problem 91 we shall study more carefully the punctuation of the participial phrase coming in the middle or at the end of the sentence. For the present, do not punctuate such a phrase unless it is very loosely connected with the rest of the sentence, unless it is parenthetical, or just an additional idea. The following expressions should be set off by commas because they are parenthetical or merely additional ideas.

The jailer, swinging his keys at his side, strode confidently ahead of us. (Parenthetical)

The children went by in a big yellow bus, singing and yelling at the tops of their voices. (Additional)

The absolute construction. A special kind of participial phrase is the *absolute construction*. This phrase differs from other participial phrases in the fact that it modifies nothing outside of itself; it is not connected with the rest of the sentence. The participle in an absolute construction modifies a substantive closely connected with it in the same

phrase, usually the word just before it, and is therefore not a dangling participle. The absolute construction and the regular participial phrase are punctuated in the same way, so there is no need for your being able to distinguish between them, except that you may be tempted to correct an absolute construction as a dangling participial phrase.

Father having telephoned that he had signed the deed, we began to move in at once.

All day long he lay unconscious, his faithful dog lying with her nose in his hand.

We may summarize our information about the participial phrase as follows:

1. When it comes first, put a comma after it.
2. When it comes in the middle, put commas around it if it is decidedly parenthetical, that is, if it definitely interrupts the thought of the sentence.
3. When it comes last, put a comma before it if it is obviously an additional idea.
4. Do not use commas unless you are reasonably sure that you ought.
5. Do not write a participial phrase as though it were a sentence.
6. Do not use the dangling participle.

EXERCISE 1. Give the reason for each punctuation mark in the following sentences. Can you tell what each participle modifies?

1. Finally we came out upon the top of the mountain, a barren stretch of solid granite, clean swept by the winds of a thousand years.

2. A long procession passed through the cemetery gate and on up the hill, the women weeping bitterly.

3. Worn with many nights of watching, she had little of her usual sprightly manner.

4. Lloyd George, thrust temporarily to one side for less able leaders, slowly regained his influence and resumed the leadership of his party.

5. The guide carrying his luggage and giving him a hand occasionally over the crevasses, he was finally able to arrive at the rest house.

6. Tripping lightly on ahead of us, caroling as she went, she was the spirit of the waves and the birds and the spring suddenly come among us.

EXERCISE 2. Revise the following sentences so that they shall be correct in every way, including punctuation. What does each participle in your revised sentences modify?

1. Flying low and circling twice around the ship we could see the aviators very distinctly from the ship's rail.

2. Known the world over as the greatest living thinker he still dresses like a Vermont storekeeper.

3. The automobile being in the garage we had to take the trolley.

4. Torn up by the very roots and flung like a weed into the swirling waters we saw the old willow being carried away by the outgoing tide.

5. They brought the sheep down to the market town in great droves. Having been careful to shear them first.

6. Continuing the work they had started in junior high school Latin, algebra, French, and history were taken by both of them.

7. The current causes the diaphragms of the head phones to vibrate thus creating a buzzing noise.

8. A flame-colored oriole shot over and perching in the apple tree above Tommie-Anne's head gave some notes like a bugle call.

9. Julia feeling rather lonely without her usual companions followed the butcher's boy down the street and into the store.

10. Blowing from the west and heavily loaded with moisture the winds cause heavy rainfall on the west slope of the mountains.

EXERCISE 3. Write ten original sentences that include an equal number of present and past participial phrases correctly punctuated. Have about half of these phrases at the beginning of the sentences, the others in the middle or at the end. Try to avoid the fragment, the dangling participle, and incorrect punctuation.

EXERCISE 4. Grade two sets of themes for errors in the use of the participial phrase, one an old set handed in before this lesson was studied, another a new set written since this study. Count all the errors dealt with in this problem that you find in the two sets of themes. How much improvement did the class make?

EXERCISE 5. Write the following exercise from dictation, trying to get spelling and punctuation absolutely correct. Be prepared to explain each capital and mark of punctuation.

So Orlando let her book lie on the ground and watched the vast view. Here the landscape (it must have been some trick of the fading light) shook itself, heaped itself, let all this encumbrance of houses, castles, and woods slide off its tent-shaped sides. The bare mountains of Turkey were before her. It was blazing noon. She looked straight at the baked hillside. Goats cropped the sandy tufts at her feet. An eagle soared above her. The raucous voice of old Rustum, the gypsy, croaked in her ears, "What are your antiquity and your race and your possessions compared with this? What do you need with four hundred bedrooms and silver lids on all the dishes and housemaids dusting?"

PROBLEM 76

SPELLING

Problem: *To learn to spell with 95 per cent accuracy all words through Group 44.*

The teacher will teach these words in any way and at any time she may choose. See suggestions in Problems 9 and 26. At the end of the unit's work you should be able to spell correctly 95 out of 100 words chosen, two-thirds from Groups 43 and 44, and one-third from the preceding groups.

Below is a review of some difficult words.

Here means in this place.

Hear means to perceive by the ear.

There are no wild geraniums *here*.

We could *hear* the hum of the motor.

All ready means all is ready, entirely prepared.

Already means previously, so soon.

Are they *all ready* to go?

Have they come *already*?

All together means all in one place.

Altogether means wholly, completely, entirely.

Your children are *all together* over there on Bell's veranda.

Your children are *altogether* too impertinent.

All right (two words, notice) means very well or satisfactory.

There is no such word as *alright*.

These are all right. All right; I'll quit.

EXERCISE 1. Choose the correct words from the parentheses in the sentences on the following page and give the reason for each choice.

1. (Too, Two) boys have come (here, hear) (all ready, already) this morning asking if (there, their) papers have been graded.

2. (Its, It's) (all together, altogether) obvious that (there, their) are (to, two, too) many cattle straying about (loose, lose).

3. (Then, Than) (there, their) were more of (their, there) horses on the meadow (then, than) of ours, but now (its, it's) doubtful who has more.

4. If you don't (hear, here) the announcements you may (lose, loose) the chance to take the examination that you are (all ready, already) to take, Mary.

5 They have (all together, altogether) finished their work and are now sitting (all together, altogether) in the swing.

In this unit you have studied forms of adjectives and adverbs ending in the suffixes *er* and *est*, present participles ending in *ing*, and past participles ending in *ed*. Notice that all these suffixes begin with vowels. The following rule may help you to spell these words and any others that end with suffixes beginning with vowels.

Rule. A monosyllable, or any other word accented on the last syllable, that ends in a single consonant preceded by a single vowel, doubles the final consonant before a suffix beginning with a vowel.

Let us see what this means. Take the two words *thin* and *forget*.

thin	forget
thinn er	forgett er
thinn est	
thinn ing	forgett ing
thinn ed	

Thin is a monosyllable (a word of just one syllable) that ends in a single consonant, *n* (remember that all letters are consonants except *a*, *e*, *i*, *o*, and *u*), and this single consonant is preceded by just one vowel, *i*. Hence, according

to the rule, we must double the consonant *n* before the suffixes *er*, *est*, *ing*, and *ed* because they begin with vowels.

Forget is a word accented on the last syllable, ending in a single consonant, *t*, preceded by just one vowel, *e*; hence we must double the final consonant *t* before the suffixes *er*, and *ing*.

Words like *open*, *happen*, *offer*, *suffer* do not double the final consonant because they are not accented on the last syllable.

Words like *fast*, *stand*, *tell*, *long*, *low*, *row*, and many others do not double the final consonant. Look at the rule and tell why. Is *w* considered as one or two consonants?

Words like *cool*, *deep*, *seat*, *read*, *tour*, and many others do not double the final consonant. Why?

No words double the final consonant before such suffixes as *ness*, *ment*, *ly*, *ful*, etc. Why?

EXERCISE 2. Write the comparative and superlative degrees of the adjectives, and the present and past participles of the verbs in the following list. Be ready to defend your spelling of each word. Be careful; a few are put in to fool you.

run	good	bad	slip	regret
sad	explain	flat	plan	drop
forget	suspect	admit	slight (adj.)	level

EXERCISE 3. Be ready to spell in class the comparative degree of any of the adjectives and the present and past participles of any of the verbs in the following list. Are there other words that may be formed on these same stems by adding such suffixes as *ist*, *ism*, *ion*, *ic*, *er*, *or*, *ee*, *ant*, *ent*, *ance*, *ence*? Do *able* and *ible* always follow the rule?

dam	permit	swim	control	look	offer
bid	fat	occur	leak	get	blow
rub	scrub	happen	plot	mop	drag

PROBLEM 77

USE OF THE DICTIONARY

Problem: *To learn to find in a dictionary the comparison of an adjective or adverb; the meanings of words in different special fields; the difference in meaning of two or more synonyms.*

Review: Problems 10, 27, 57, 68, 74.

Comparison of adjectives and adverbs. In Problem 74 you were told to look up in a dictionary the comparison of any adjective or adverb about which you were in doubt. If the word is not compared in the dictionary, the comparison is regular. That is, adverbs, as well as adjectives of three or more syllables, are compared by having *more* and *most* prefixed to the positive; one-syllable adjectives, and one-syllable adverbs of the same form as the adjectives (*hard*, *near*, and so on) by having *er* and *est* added to the positive; two-syllable adjectives and adverbs by having *more* and *most* prefixed or *er* and *est* added, according to which sounds better.

EXERCISE 1. Look up the following words in a dictionary and give the meaning, pronunciation, part of speech, and comparison of each one. If any of the words may be both adjective and adverb, give the comparison of both. If the comparison is not indicated in the dictionary, decide from the above rules what it should be.

late	lazy	official
little	bitter	honorable
old	earnest	honest
bad	early	slippery
bright	recent	brightly
fast	stylish	empty
well	distant	first

Definitions in special fields. Before or after a definition in the dictionary there is often found an abbreviation like *med.*, *law*, *chem.*, *colloq.*, *slang*, *Scot.*, *obs.*, and so on. These indicate that the word in question when used in that special field or in that special way has the special meaning given in the accompanying definition.

Looking up the noun *nut* in Webster's unabridged dictionary, we find that the word has many meanings in addition to those which are commonly recognized. To our ancestors a nut was the shell of a cocoanut (*Obs.* = obsolete, out of use, out of date, no longer used). To those who use slang a nut is one's head or a person who hasn't much intelligence (*Slang*). To the sailor (*Naut.* = nautical) it is a part of an anchor. To the violinist (*Mus.* = music) it is a part of his bow.

EXERCISE 2. Look up the words in the first column below in an unabridged dictionary and give their usual meanings, and the special meanings in the fields or to the persons suggested by the words in the second column.

degree	grammarian, mathematician
trade	ancestors, laborer, sailor
joint	architect, geologist, plumber
skip	thief, doctor, slang, mining engineer
soft	drinker, slang
leg	ancestors, sailor, mathematician

Among the most common of these special dictionary markings to indicate meanings in special fields are the words and abbreviations in the left-hand column below.

For instance, when you look up the verb *lick* you will find that the definition *to thrash* or *punish* is marked *colloq.* This means that *lick* in the sentence *I can lick you* or *My dad will lick me*, although heard in familiar conversation, is not considered as good written English as is the same word in the sentence *The dog will lick his master's hand*.

The latter is always correct; the former only in communicating informally with those with whom one is intimate.

EXERCISE 3. Look up the words in the right-hand column below in a good dictionary (preferably an unabridged one) and explain the significance of any of the words in the left-hand column as they are applied to one or more of the definitions.

(<i>colloq.</i>) colloquial	pernickety, smart, fix, sport, lick
(<i>dial.</i>) dialectic	allow, brat, punkin
(<i>obs.</i>) obsolete	sport, brat
(<i>Scot.</i>) Scotch	kirk, ken
(<i>U. S.</i>) United States	blister, around
slang	kid, mug, mash
rare	smart

Synonyms. Many words are very similar in meaning but have a slight difference that is recognized by those who are careful in their use of words. These words with similar meanings are called *synonyms*. A good dictionary will give the difference in meaning between two synonyms.

EXERCISE 4. Look up the words in the parentheses and differentiate their meanings. Tell which would be better in the sentence. Make sentences in which you use correctly the words numbered 6 to 10 on the next page.

1. (Cost, worth). I'll take that. How much (does it cost, is it worth)?
2. (Sympathy, pity). The king felt great (pity, sympathy) for his subjects during the plague.
3. (Science, art). Didn't he repair that tire easily? He has his work down to a (science, fine art).
4. (Salary, wages). His first (salary, wages) (was, were) three dollars a week as a telegraph messenger.
5. (Queer, quaint). My mother was a (queer, quaint) charming little woman.

6. trite, hackneyed
7. trust, confidence
8. bashful, coy
9. majority, plurality
10. beautiful, pretty

EXERCISE 5. Give a synonym for each of the following words and in each case give the meaning of either word.

entertain	nice
moist	barbarian
heathen	delusion
vulgar	since
puzzling	prophecy

PROBLEM 78

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in Parts I to VI.*

Review: The statement of required knowledge at the head of this Part; then any problems dealing with subjects that you may have forgotten.

EXERCISE 1. Read the following letter carefully. Observe the spelling, each mark of punctuation, and each capital, and be sure that you can give the reason for each when your teacher calls for it. Rewrite the letter from dictation.

308 South Eighth Street
Richmond, Ind.
Feb. 21, 1930

Dear Alfred:

Well, Alf, old pony, you may have read more of Dumas' books than I have, but I bet I know something about him that you don't. He wrote a cookbook! He once said to some of his friends, "I wish to conclude my literary work of five hundred volumes by a book on cooking;" and he did it. His cookbook was the last volume he ever wrote.

When our author is again the subject of conversation between us, you can't "high hat" me as you have in the past, for I have found out one thing, at least, about him that you didn't know.

My latest find in the book line is *Beau Geste*, by Percival Wren. Have you read it? It's good.

As ever,
Coot

EXERCISE 2. Arrange and correct the following letter. Give reasons for all changes.

416 Ocean Avenue Brooklyn N.Y. Dear George I know I hadn't ought to of waited so long before answering your letter but when a a fellow don't have much to say you don't loose much. When he don't write.

But I have something to now, the Scouts are coming up to the Kanohwahkee Camp again this year and Ill see you you when I get their. It seems most to good to be true. Nobody don't like to stay in New York all Summer after being in school all winter studying Civics and Arithmetic and Grammar.

Paul Vial and me are going together. He along with some of the other boys are going to buy a canoe, but I have all ready lain out two much money for the trip and cant go in with them. Well a person cant have everything they want in this world.

We'll come over to your house as soon as we can. Your friend, David

P.S. The spanish boy who was with dr Spendler can't come this summer, his mother is sick.

EXERCISE 3. Choose the correct forms from the parentheses. Give the reason for each choice.

1. Mother says I (can, may) go Thursday.
2. (Its, It's) (to, two, too) bad, Harry, but your boat broke (its, it's) moorings last night when the tide (rose, raised) and has now (gone, went) out to sea.
3. (Inez's, Inez') teacher won't (leave, let) her go, I (don't, ———) think.

4. The hat that you have is different (than, from) mine. Mine is not (near, nearly) as good as yours.

5. The (principal, principle) isn't in this morning. Maybe he is not well. He felt (bad, badly) yesterday.

6. I like (that, those) kind of cookies better (than, then) these, (donchew, don't you?)

7. My father (took, taken) me by the shoulders, (set, sat) me down on a chair, and made me stay (their, there) (most, almost) an hour.

8. I can whistle just as (well, good) as he can.

9. I (———, don't) believe there is (scarcely, ——) enough for all of us.

10. It might have been (they, them) but I don't (———, hardly) think so.

11. One (couldn't, could) (———, hardly) fail to wish (one's, his) luck better (then, than) that.

12. Everybody in the family knows enough to mind (his, their) own business.

13. We (only) could have (only) six apiece.

14. They had (ate, eaten) it all (———, up) before we got there.

15. Just between you and (I, me) he (don't, doesn't) know (any, none) (too, to, two) much about it himself.

16. Every one of (those, them) girls (has, have) (written, wrote) a poem for the Conning Tower.

17. My paper sounds (worse, worser) (then, than) hers this morning. (Aint, Isn't) it (fierce, awful, a mess, carelessly done, terrible)?

18. Some of the class want Anna and (I, me) to serve on the committee.

19. He has (laid, lain) all the rugs in a pile on the (side-walk, sidewalk, side walk).

20. The kind of (book, books) that I like (is, are) never in.

21. He appeared very (dumb, dumbly) as he sat slouched down in his seat, but he sounds (keen, keenly) enough when he talks.

22. You two boys come here, and I'll tell you which one of you weighs (more, most).

23. It's (annoying, disgusting, fierce) the way we have to wait around here every night till he comes.

24. Some dogs look more (intelligently, intelligent) and act more (wise, wisely) than their owners.

25. After that the thief sneaked over the roof and (gets, got) right under (Andrew's, Andrews') window.

The rules for the comma in the statement of requirements at the head of this unit may be more easily comprehended by some pupils as they are arranged in the outline below. The rules in parentheses you have not yet studied.

Commas are used :

1. To set off introductory expressions
 - a. Nouns of address; words like *well, now, yes, no, indeed*
 - b. Participial phrases and phrases like *in fact, on the other hand*, and so on
 - c. Adverbial clauses
 - d. Direct quotations
2. To set off decidedly parenthetical expressions
 - a. Nouns of address or nouns in apposition
 - b. Words like *however, too, indeed, in fact*, and so on
 - c. (Non-restrictive phrases and clauses)
 - d. Direct quotations
 - e. Any other expressions, whether words, phrases, or clauses, which are obviously parenthetical
3. In dates and addresses
4. Before the conjunctions in compound sentences
5. To help make the meaning instantly clear

EXERCISE 4. With the above outline of the uses of the comma before you, give the reason for each comma on three or four pages of some book that you are using in class.

In spite of the fact that you now know all the most common rules for the use of the comma (except its use with the nonrestrictive phrase or clause, which will be studied

in Problem 91), you doubtless found in doing the above exercise that there are many commas in books and magazines for which you can give no rule. Many of these might by a stretch of the imagination be made to come under the rule: To help make the meaning instantly clear to the reader. Some of them are entirely unnecessary. Others seem to fit nicely in a given sentence but according to no rule that authors of textbooks have formulated. Remember that if the presence of a mark of punctuation causes the reader to fumble around for the meaning, that punctuation mark is wrong. Likewise, if the absence of a certain mark of punctuation causes the reader to fumble for the meaning when its presence would make the meaning clear, then the lack of that mark is an error.

EXERCISE 5. Discuss each punctuation mark on two pages of some book that you are using in class, thus: (*a*) if you have had a rule for it, give the rule; (*b*) if you have had no rule but think it is well used, try to tell why; (*c*) if you think it is superfluous or incorrect, try to tell why it should be omitted. Do not be afraid to say that a sentence in a book is poorly punctuated; no writer is infallible, and no publisher.

EXERCISE 6. Correct the following sentences. Give the reason for each correction. Watch especially for capitalization, punctuation, and the errors listed on page 321.

1. There was a great crash out front and running to the window a big truck was seen turned clean over on McGonigle's porch.

2. Use fluid again and rub until dry. Using plenty of clean cloth. Apply water on silks, in fact any material, at your own risk, on account of cheap dyes we assume no responsibility.

3. When she came to Marden was over near the fireplace with her mother on his knees in earnest prayer.

4. During the spring summer and fall I have a good time but I do not like the Winter.

5. Sunday we drove up to Gatlinburg and you could see the laurel in blossom on the mountains and we had to change tires twice but we had the grandest time, the scenery between Gatlinburg and Elkhorn is beautiful.

6. You ought to know by this time if you know anything that you can't eat green apples with impunity.

7. Now by the time you get through with that Ella said Mrs Bilby it will be time for you to catch the bus.

8. If you strike Mr. Pratt by increasing the price of coal will make money while you will lose your wages for the time you are out and in all likelihood your jobs.

9. Every one of we girls are going to be exempted from the examination.

10. If either of you fellows are going to write the article you will have to have to have it in by five o'clock.

11. The doctor worked over Novotny for fully ten minutes. The breath having been entirely knocked out of him.

12. You think apparently that a comma should never be placed where it is needed but should occasionally creep in, where it is not needed.

13. The fight will be a ten-round decision bout held on July 21 1932 in Madison Square Garden New York N. Y.

14. When she said I licked my fingers off her mother in correcting her replied, "Where did you get that word 'off' from Nina?"

15. I didn't get any letter and I think I'll go swimming.

16. In asking that woman definitely placed herself on an equal footing with man.

17. The Indian it was then reported showed more courage than the white man.

18. Our lessons having been finished early we were able to hear the whole program.

19. Blinded by the storm that surrounded him his plane kept going round in circles.

20. His compass being out of order he had no way of knowing in what direction he was flying.

EXERCISE 7. Write a theme or letter as directed by the teacher and correct it in class. Let one group grade for clearness, one for spelling and capitalization, one for punctuation, and one for all other errors.

EXERCISE 8. If you have studied diagraming, diagram the following sentences. If not, analyze them, giving the main clauses with their subjects, predicates, and various modifiers, and the subordinate clauses with their subjects, predicates, and various modifiers. Give the part of speech and use of each underlined word.

Then came the *chief* home again, and hearing that the Spirit had appeared, was smitten with love more *strong* than ever. *Climbing* to the crest of a rock that spires three thousand feet above the valley, he carved his likeness there with his hunting knife, *so that* his memory might live among his tribe. As he sat, *tired* with his work, he saw at the foot of Bridal Veil, with a rainbow *arching* around her, the form of Tisayac *shining* from the water. She smiled on him and *beckoned*. His quest was *at an end*. With a cry of joy he sprang into the fall and disappeared with Tisayac. Two rainbows quivered on the falling water and the sun went *down*.

SKINNER, *Myths and Legends
of Our Own Land*

PART VII

REQUIRED KNOWLEDGE AND ABILITY

In order to complete the work of this unit you must acquire the knowledge set forth below and attain the standards of ability required by your school. See pages 532, 533. The material in ordinary type you have already mastered; that in bold-face type is new.

I. THEME AND LETTER WRITING

1. Exact following of the regulations of the school for size and heading of paper, use of ink, title, margin, paragraph indentations, and standard of handwriting
2. Conformity to accepted forms in letter writing
3. Papers with no more than four errors per hundred words in violation of the requirements for this unit in capitalization, punctuation, diction, grammar, sentence structure, and spelling, when use of dictionary is permitted

II. CAPITALIZATION

1. The capital is used
 - a. To begin a sentence
 - b. To begin a proper noun (or abbreviation thereof) or a proper adjective
 - c. To begin a word (or abbreviation thereof) denoting rank or a title preceding a proper noun
 - d. To begin each word in a title except articles, prepositions, and conjunctions
 - e. In writing the pronoun *I*
 - f. To begin *North, South, East, West*, and so on, when they refer to sections of the country
 - g. To begin the first word in a line of poetry

III. PUNCTUATION

1. The period is used
 - a. At the close of a sentence
 - b. After an abbreviation

2. The question mark is used after an interrogative sentence
3. The exclamation point is used
 - a. After an exclamatory sentence
 - b. After an interjection or exclamatory noun showing strong feeling
4. The colon is used
 - a. After the salutation in a letter
 - b. To begin a list or a long quotation
5. The comma is used
 - a. To separate words or groups of words in a series
 - b. To set off from the rest of the sentence such a parenthetical expression as
 - (1) A noun of address
 - (2) A noun in apposition
 - (3) A word like *however, moreover, too*, and so on
 - (4) A prepositional phrase like *in fact, for example, of course*
 - (5) A clause like *it is said, it is true*, and any other obviously parenthetical
 - c. To set off such an introductory expression as
 - (1) A word like *yes, no, well, now, truly*, and so on
 - (2) Adverbial clause coming first in the sentence
 - (3) Participial phrase coming first in the sentence
 - (4) Prepositional phrase like *on the other hand, in the first place*, and so on, when loosely connected with the rest of the sentence
 - d. Before the conjunction in a compound sentence
 - e. To set off a direct quotation
 - f. To help make the meaning instantly clear
6. The apostrophe is used
 - a. To show possession, relation, or connection in a noun, as follows:
 - (1) after a word not ending in *s* sound, add apostrophe and *s*
 - (2) after a word ending in *s* sound, add apostrophe only
 - b. To show contraction, where letters are omitted
 - c. **To indicate the possessive case of the noun modifier of the gerund, as in 6a**
7. Quotation marks are used
 - a. To enclose a direct quotation

- b. To enclose the title of a poem, short story, essay, etc., referred to
- c. To enclose slang or a borrowed expression
- 8. **The semicolon is used**
 - a. In a compound sentence when conjunction is omitted
 - b. In a compound sentence when conjunction is expressed if there are commas in one of the clauses
 - c. Before a conjunctive adverb like *nevertheless*, *consequently*, *hence*, and so on

IV. COMMON ERRORS TO BE AVOIDED

- 1. In diction, due to carelessness or confusion of meaning
anyways, anywheres, somewheres, nowheres; would of, could of, should of, might of; this here, that there; had ought, hadn't ought; different than; we was; ain't; he (she or it) don't; them things; to, two, too; learn, teach; lend, borrow; can, may; lose, loose; leave, let; its, it's; lie, lay; sit, set; rise, raise; there, their; then, than; altogether, all together; already, all ready; here, hear; misuse of words like great, grand, awful, terrible, fierce, funny, cute
- 2. In grammar and sentence structure, due to carelessness or ignorance of grammar
 - a. Omission of letters, syllables, words
 - b. Repetition of letters, syllables, words
 - c. Incorrect use of *a* or *an* before consonant and vowel sounds
 - d. Misuse of phrase or clause for sentence
 - e. Comma or no punctuation for period at end of a sentence
 - f. Confusion of adjective and adverb, including usage with verbs of the senses
 - g. Double negative, including use with *hardly*, *scarcely*, *but*, *only*
 - h. Lack of agreement of verb with subject in person and number
 - i. Wrong tense, indefensible shift
 - j. Wrong form of irregular verb, transitive and intransitive
 - k. Lack of agreement of pronoun with antecedent
 - l. Indefinite reference of pronoun

- m.* Misplaced modifier, *only*, *almost*, and so on
- n.* Wrong case of pronoun, except relatives and interrogatives
- o.* Misuse of preposition, wrong word or redundancy
- p.* Misuse of capital for a school subject, *high school*, a season, a direction
- q.* Incorrect comparison of adjective or adverb
- r.* Dangling participle
- s.* A string of *and's*; unrelated ideas in a sentence
- t.* Failure to use the possessive case with the gerund
- u.* Undesirable shift in voice or in subject
- v.* Wrong form for the subjunctive mood
- w.* Misuse of *shall* and *will*

V. GRAMMAR

1. The sentence
 - a.* Kinds of sentences as to use: interrogative, exclamatory, declarative, imperative; end punctuation of each
 - b.* Kinds of sentences as to form: simple, compound, complex, and compound-complex
 - c.* Nature of phrase, clause, and sentence
 - d.* Difference between principal and subordinate clauses; kinds of subordinate clauses
 - e.* Subject and predicate, simple and complete
2. Parts of speech, recognition in simple constructions
3. The noun
 - a.* Common and proper; use of capital with proper noun
 - b.* Singular and plural
 - c.* Possessive case, use of the apostrophe
 - d.* Noun of address, set off by commas
 - e.* Noun in apposition, set off by commas
4. The conjunction
 - a.* Subordinate, introducing adverbial clause
 - b.* Use of coördinate
5. The verb
 - a.* Agreement with subject in person and number
 - b.* Tense; emphasis on irregular verbs
 - c.* Transitive and intransitive; emphasis on common errors
 - d.* Participle and participial phrase
 - e.* Active and passive voices

- f. Subjunctive mood*
- g. Use of **shall** and **will***
- h. Infinitive and gerund as substantives*
- 6. The adjective and the adverb
 - a. Difference in form and use, including use with verbs of the senses*
 - b. Comparison*
- 7. The pronoun
 - a. Kinds of pronouns, working familiarity only*
 - b. Nominative and objective case forms of all pronouns*
 - c. Case of pronoun*
 - Nominative case
 - Subjective of verb
 - Predicate nominative
 - Objective case
 - Object of verb, direct or indirect
 - Object of preposition
 - Subject of infinitive
 - d. Agreement of pronoun with antecedent in gender, number, and person*
 - e. Pronoun in apposition, agreement in case*
- 8. The preposition, misused and redundant

VI. SPELLING AND USE OF THE DICTIONARY

- A. Ability in spelling
 - To spell with 95 per cent accuracy words **through Group 48T**, two-thirds of the test to be taken from **Groups 45R to 48T**
- B. Ability in using the dictionary
 - 1. To locate a given word
 - 2. To tell how it is spelled, including hyphenation
 - 3. To give its syllabication
 - 4. To give its accent
 - 5. To give its meanings as different parts of speech
 - 6. To give its part of speech in any meaning
 - 7. To give the pronunciation of a word involving the various vowel and consonant sounds
 - 8. To tell whether a noun is common or proper; to give the plural of a noun
 - 9. To tell whether a verb is transitive, intransitive, or either

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10. To give the preferred of two pronunciations
11. To give the change in pronunciation with change in meaning or part of speech
12. To give synonyms and differentiate their meanings
13. To give the comparison of an adjective or an adverb
14. **To form a definition clearly and correctly**
15. **To give the derivation of a word**
16. **To tell when a word has not yet been Anglicized and still takes the foreign pronunciation**

PROBLEM 79

REVIEW

Problem: *To test and improve the knowledge and the abilities gained in Parts I to VI.*

Review the statement of required knowledge and ability at the head of this unit and any problems that you may find you have forgotten when you attempt the exercises below.

EXERCISE 1. Write original examples to illustrate the following.

1. The eight uses of the capital for which you are now responsible
2. The two uses of the period
3. The thirteen uses of the comma

EXERCISE 2. Write original examples to illustrate the following.

1. The two uses of the colon
2. The rules for the apostrophe
3. The question mark
4. The exclamation point
5. Each of the kinds of quotations diagramed on page 334.

EXERCISE 3. Write original sentences as illustrations of the following grammatical forms. Punctuate them correctly.

1. Simple sentence with simple subject and simple predicate
2. Simple sentence with compound subject and compound predicate
3. Compound sentence
4. Complex sentence with adjective clause
5. Complex sentence with adverbial clause
6. A complex-compound sentence
7. A present participial phrase

8. A past participial phrase
9. An exclamatory sentence
10. Find examples of at least seven of the eight parts of speech in the sentences that you have written, underline each one, and place above it the name of the part of speech.

EXERCISE 4. Write original sentences including illustrations of the following constructions. Continue this drill until you are perfectly familiar with the forms.

1. Third person, singular number, feminine gender, nominative case of the personal pronoun
2. First person, plural number, objective case of personal pronoun
3. Any objective form of the personal pronoun used as subject of infinitive
4. Third person, plural number of personal pronoun used as predicate nominative
5. Second person, plural number of the personal pronoun used as indirect object
6. Third person, singular number, present tense of the verb
see
7. First person, plural number, present perfect tense of a transitive verb
8. Third person, plural number, past tense of an intransitive verb
9. The superlative degree of the adjective *bitter*
10. The comparative of the adverb *near*

EXERCISE 5. *Oral.* Give correct sentences involving the following words or constructions.

1. *to, two, too; can, may; learn, teach; lose, loose; its, it's; lie, lay; sit, set; their, there*
2. *Near, nearly; good, well (adverb); most, almost; some, somewhat*
3. The adverbs *hardly, scarcely, but, only*
4. A pronoun to agree in person and number with *each, anybody, everybody, no one, anyone, everyone*

5. The past tense and present perfect tense of *throw, ask, go, know, run*

EXERCISE 6. Choose between the forms in the parentheses and give the reason for each choice.

1. Isn't it (funny, remarkable) that we haven't had (any, no) rain this month?

2. Oh, isn't your friend interesting! I think he's (strikingly good looking, the cutest thing).

3. Hey, Gyp, shut up and (lie, lay) down.

4. Neither Mr. Levine nor I (is, are, am) responsible for that mistake.

5. Each of these books (is, are) torn in a different place.

6. What kind of scissors (is, are) on the second shelf?

7. (Who, Whom) shall I ask for when I get there?

8. I (could, couldn't) hardly hear what she said.

9. There (were, weren't) scarcely five hundred people in the town.

10. That isn't (near, nearly) as good as the one Nick made.

11. Mary is doing (some, somewhat) better in her work this term. She is (almost, most) ready for the examination.

12. Mrs. Hunneker feels (bad, badly) about (Charles', Charle's, Charles's) accident.

13. I think (their, there) accent is very different (from, than, then) ours.

14. The doctor told us that Anson was (altogether, all together) well now.

15. Everybody ready? Now! (altogether, all together). Hip, hip, hurrah!

16. I never can see what is the matter with (these, that, this, those) kind of (sentences, a sentence).

17. Then John Silver (rose, raised up) and hurled his crutch at him.

18. I'll ask mother if I (can, may) play, but I know now that she won't (let, leave) me do it.

19. I like (Science, science) better than any other (highschool, high-school, high school, High School, Highschool) subject.

20. We expect to move back to the (South, south) when we have finished the translation of this (Russian, russian) treatise on music.

EXERCISE 7. Correct all errors in the following sentences and give the reason for each correction. Are there any instances where punctuation would change the meanings of the sentences?

1. They expressed the desire that Winston and me should spend part of our vacation at their lodge in the foothills of the Sierras.

2. There were only sixteen in the box when we opened it, that was not enough to go around.

3. Having learned that the regiment had left Charlerange on the morning before Henri decided to return again to St. Morel the lieutenant rescinded his order, and they all slept with their minds at ease that night.

4. They ascended up the river as far as they could go in the canoes and then they all have to get out and walk. Carrying their canoes, I don't call that much fun.

5. Irene, Jewel, Constance, and I are all going together, won't you join us?

6. Rowing out about a mile a big rock is found where the weakfish bite.

7. There isn't hardly enough room for all of you on the back seat.

8. Mrs. Newberry told Mrs. Gampson that her chickens was over in her garden.

9. You couldn't dance as awkward as he does if you tried, if you could you could make money on the vaudeville stage.

10. "Stanley said Mrs. Anderson easily with a slight accent on the name could get himself enough money to buy the car."

11. Jean Mavor as usual led the girls in her average for the term.

12. For this book report I read the King Of The Golden River.

13. Each of the girls that go on the canoe trip are to report to Miss Lang before Friday.

14. I think it was her that we drew up near to in that Cadillac.

15. His chief interest in life were good books and when he could no longer see to read every book he gain possession of caused him bitter pain.

16. The boat was repainted again within a week after it was built.

17. When you are caught stealing in town, they put you in the workhouse.

18. In England in the seventeenth century if you were caught stealing you were put into prison and sent to the colonies.

19. We were all ready going over forty five miles an hour and he was still stepping on the gas.

20. Mrs. Guggenheim will in all probability be the next president of the club.

EXERCISE 8. Examine the books you use in class and find out who publishes each of them. Write to one of these publishers telling him that you are forming a modern poetry club and asking whether he publishes anything that the club might be interested in buying. Try to make your letter absolutely correct in every detail. Divide the class into the usual three groups for grading the papers.

PROBLEM 80

ERRORS COMMON IN SPEECH

Problem: *To learn to avoid a few errors especially common in speech.*

Review: Problem 71 and any others suggested therein which may be necessary.

EXERCISE 1. *Oral Review.* After reviewing carefully Problem 71 and others that you may find necessary, answer

the following questions. Where possible, give illustrative sentences.

1. What errors in speech not in this book have you found to be common in your locality? Which do you think is more important, to try to correct errors made in your locality or those that are known to be made elsewhere?

2. What is the difference in form and in use between the adjective and the adverb? Name five adverbs that are not formed by the adding of *ly* to adjectives. How many verbs can you recall that commonly are followed by predicate adjectives?

3. Name some of the most common words with which one is likely to make the double-negative error.

4. Give sentences using the comparative and superlative degrees of the following adjectives and adverbs.

<i>Adjectives</i>	<i>Adverbs</i>
small	surely
little	wisely
wide	hard
difficult	soon
inaccessible	easily

5. Tell exactly what is the matter with these sentences: *I think she is getting more better all the time. Fred and Allan are both good students, but I think Allan is the best. She is the most disagreeablest woman that I know.*

6. Give the two uses of the nominative case and the three uses of the objective case.

7. What do you know about agreement of verbs? Of pronouns?

8. Give the principal parts of the following verbs: *sing, blow, dive, drink, burst, ring, steal.*

9. What is the matter with these sentences: *Your coat is all dusty. Why don't you brush it off?*

10. What is the meaning of each of the following words: *colloquialism, vulgarism, dialectic, redundance, double negative?*

EXERCISE 2. Choose between the forms in each pair of parentheses and tell the reason for each choice.

1. They (had, didn't have) but one child.
2. I bet you haven't washed your eyes (———, out) this morning.
3. We haven't (written, wrote) to Lansing yet.
4. A pupil should never leave (his, their) books on top of (his, their) locker.
5. She can run the car just as (good, well) as he can.
6. Uncle Henry said we (might, could) take his car.
7. I have never been able to get (up, ———) near (———, to) a bluejay; hence I have no picture of one.
8. There (is, are) dozens of them in our cellar.
9. When we saw him he (could, couldn't) hardly drag one foot after the other.
10. A whole dish of (this, those) sort of berries (is, are) too much for a little girl like you.
11. That is a (very, real) pretty belt she has on.
12. Every one of us (has, have) finished (his, their) history paper.
13. Will you let George and (I, me) use your civics book?
14. It's so deep I (can, can't) scarcely reach the bottom.
15. We had hoped it might be (she, her) but it wasn't.
16. Had they (rang, rung, wrang, wrung) the bell when you came?
17. No, but they had (rang, rung, wrang, wrung) out the clothes.
18. We (could, couldn't) have only one week's vacation.
19. Then we (works, worked, work) up into their territory and they complained again.
20. We must have learned (most, almost) all there is to know about grammar.

EXERCISE 3. Glance over the above exercise again and add to your individual error list the errors that you would be likely to make. Get your friends to help you eliminate these errors.

EXERCISE 4. Choose between the forms in the parentheses and give the reason for each choice.

1. There (is, are) a bushel of potatoes in each one of (them, those) baskets.

2. Yes, I think Sorenson plays the piano (real, very) (nice, nicely, well).

3. Isn't it (awful, too bad) that Nettie has not (come, came)?

4. Laura (dove, dived) off the stern and (began, begun) to swim rapidly (up, ———) to the bank.

5. You will have to work as (quick, quickly) as (he, him) or get out.

6. He looks very (queer, queerly) in that Austrian suit.

7. They weren't coming I (didn't think, thought) so I didn't prepare (any, no) supper for them.

8. No, never mind. I don't need (anybody, nobody) to help me.

9. Mrs. Jamison is (entirely well, all better) now. I think Enid and Trula or Genevieve (have, has) decided to go to the party.

10. Oh, (those, them) eggs (have, has) boiled (to, two, too) minutes (to, two, too) long. Isn't that (annoying, the most awful thing you ever heard of)?

11. He (doesn't, don't) write very (plain, plainly), but I (can, may) read his writing (easy, easily).

12. That honeysuckle smells (sweet, sweetly), (don't, doesn't) it?

13. There (was, were) so many cars around that she lost her head and didn't know where she was (at, ———).

14. Mary and (she, her) measured themselves back to back and found that Mary was the (taller, tallest).

15. Where are (those, them) yearbooks you packed? These are (they, them).

16. Mr. Smith said (we, us) boys might go at four o'clock.

17. Everyone should work (his, their) own problems.

18. When (you, one) (murder, murders) a man (you, one) (commit, commits) a sin against the Ten Commandments.

19. Knowing John and (she, her) to be at Cragshire, we drove up to see them.

20. We (hadn't, had) gone scarcely a mile when someone gave him and (I, me) (their, his) umbrella.

EXERCISE 5. At your teacher's suggestion make exercises like those above from errors made in your locality but not found in this list.

EXERCISE 6. Correct all errors in the following sentences and give the reason for each correction.

1. Keep up your courage. Its only a little ways further.

2. Oh, he couldn't of ran as fast as that. Thats faster than the high-school record.

3. We was already when they come, so we got started real quick.

4. The baby got in under the veranda and cut himself on a piece of glass.

5. Two boys was drowned this afternoon at Long Beach. The policeman said they had drank some brandy that they found found floating in a bottle in the water.

6. It was so foggy we could scarce see the landing field.

7. Our wheat is most ready for harvesting, and our melons are doing some better than they did last year.

8. We hadn't ought to of lit the match in their but we couldn't hardly see without having a light and the electric bulb was busted.

9. That suit becomes him good. Me and Howard will give it to him for a birthday present.

10. Their roof is different than ours. Their's has the most shingles, too.

11. Every one of her children work harder than ours.

12. They had went up by the cart road but when they sees they can't make it that way they came back and asks old man Darnell to put 'em up for the night.

13. The teacher asked Mary and I two questions apiece this morning.

14. Them Sullivan girls is all ways better dressed than me.
15. I admit he began it, but that don't make no difference.
16. We went in the watermelon patch, and then we got a big watermelon apiece, and we throwed it over the fence, and they all bursted, and we only ate the heart out of them and then left them there.
17. Both Roger and Allan has to much sense to do a thing like that.
18. Juanita sung two songs of MacDowell's.
19. Joe done it; I seen him.
20. Her little toy horse laid out under the trees all night where she had laid it when she quit playing yesterday.

EXERCISE 7. Make a list of the most common errors still made in the school. Using three or four of these at a time, put the correct forms on the blackboard and practice them until you use them naturally. Put on a new list as soon as the old one is mastered.

EXERCISE 8. Decide upon your program for better speech this term. Who will run it, your class or the school? What use will you make of tags, bulletin boards, plays in the auditorium, posters, store windows, signboards, newspapers, Scouts, Y. M. C. A., and so on. Can you make it said of your town that its citizens speak the best English in the state?

PROBLEM 81

THE SEMICOLON

Problem: *To learn to use the semicolon.*

Review: Problem 34, The Prepositional Phrase; Problem 41, The Participial Phrase; Problems 36, 38, 39, The Complex Sentence; Problem 42, The Compound Sentence; Problem 37, The Fragment Error; Problem 43, The Run-on Sentence.

EXERCISE 1. *Oral Review.*

1. Explain the difference between each two of the following and give original sentences to illustrate:

- a. A phrase and a clause
- b. A prepositional phrase and a participial phrase
- c. A subordinate clause and a principal clause
- d. A simple sentence and a compound sentence
- e. A simple sentence with compound subject or predicate and a compound sentence
- f. A compound sentence and a complex sentence
- g. An adjective clause and an adverbial clause

2. What do you know about the punctuation of the compound sentence? Of the adverbial clause coming first in the sentence? Of the participial phrase coming first in the sentence? Illustrate each one.

3. What error is often made at the end of a phrase or a subordinate clause?

4. What error is often made between two sentences?

The semicolon is used to join two clauses that the writer considers too closely related to be in two separate sentences, yet not closely enough related to be joined by a comma and a coordinate conjunction. Its force, therefore, is a little stronger than that of the comma but not so strong as that of the period.

There are three common rules for the use of the semicolon that you may find convenient.

1. **Between clauses containing commas.** The semicolon is used to take the place of the comma before the conjunction in a compound sentence when there are commas within one or both of the clauses. Notice the punctuation in these sentences:

We will take Esther, but the others will have to go with someone else.

We will take James, Arthur, Viola, and Esther; but the others will have to go with someone else.

The days that are exciting are very exciting, but most days are very dull.

The life of a soldier, you may think, is full of excitement; but really, most of our days are very dull.

The second of the sentences in either of these pairs is almost like the first and would naturally take the comma before the conjunction in the compound sentence; but because there are commas within one of the clauses, the semicolon takes the place of the comma that joins them. This use of the semicolon, though not universally followed, is often helpful to the high-school pupil.

2. **When conjunction is omitted.** The semicolon is used to join two coördinate clauses when the conjunction is omitted. The relationship between the ideas expressed by the two clauses thus punctuated may be of many different kinds. Perhaps most commonly the writer is repeating his idea in different words for emphasis, or offering a contrasting thought, or giving a reason for his first statement. Try putting the conjunctions into the sample sentences below. Are the sentences more forceful with or without these conjunctions?

We have used our last rocket to warn them; we can do no more.

Her father had never loved her; her mother had never loved anyone else.

A thousand friends suffice thee not; a single enemy is enough.

Now try placing periods where the semicolons are, beginning the new sentences with capitals. Is the class agreed upon which make the more forceful sentences?

3. Before conjunctive adverbial expressions. There are a number of introductory words and phrases that, when used both as adverbs and as connectives, are generally, though not always, preceded by semicolons. When not preceded by semicolons, they are preceded by periods. *They are never preceded by commas when they begin independent clauses.* The best way to learn to use these words and phrases correctly is to observe them in your own writing and decide, with the use of these examples if necessary, whether they should be preceded by semicolons. Some of these words are *hence, therefore, so, however, then, still, moreover, nevertheless*; some of the phrases are *in fact, of course, at last, at least, after all*.

The men were disgusted with her constant meddling; in fact, they were just on the point of leaving the job when she went to Phoenix.

I grant you that the weather is good and the expense negligible; nevertheless I do not believe you ought to go.

I shall have to swim to the wreck; at least, I know no other way now to reach it.

The force of the semicolon in uses like those illustrated under rules 2 and 3 is very similar to that of the period. If the two clauses are closely joined in thought, use the semicolon; if they are not, use the period. In a great many sentences it makes no difference which you use. Keep in mind that the purpose of punctuation is to help your reader to get your thought. If in your mind the two ideas are closely related, use the semicolon; if not, use the period.

EXERCISE 2. Explain the reason for each semicolon in the following sentences. Would either a comma and conjunction or a period and a new sentence be better than the semicolon in any of the sentences? With the help of your teacher you might try to tell whether the relation between the ideas is repetition, cause, contrast, or some other.

1. The incident had touched the boy; he felt somehow that his father had been humiliated.

2. Physics, French, geometry were of no importance; what mattered was making the team.

3. He appeared to be always looking for something to do; he was forever clearing out the ash trays, or dusting the tables, or rearranging the magazines in the racks.

4. Well, Ruth, you have presented your case very well; but I still do not believe you are right, for my experience has all been on the other side.

5. The parade will come up Fifth Avenue as far as Fifty-ninth Street; at least, that is what I understood Mr. McNary to say.

6. During the summer I weighed only 100 pounds; now I weigh 115.

7. Albert dealt with the luggage; he enjoyed handling it; he had the vigor of a young steam engine.

8. Sir, I have given you the reasons; unfortunately I cannot give you the intelligence to understand them.

9. We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

10. The woman crossed herself, sat down at the table, and began to eat; while Aydevitch took a seat on the bed near the infant.

Punctuating the compound sentence. The following restatement regarding the punctuation of the compound sentence may be helpful:

When the conjunction is expressed, the comma is ordi-

narily used before the conjunction; but when there is already a comma in one of the clauses, a semicolon takes the place of the comma.

When the conjunction is not expressed, it is usually better to make two sentences; but sometimes when the relationship between the clauses is very close, the semicolon may be used instead of the period.

The semicolon is used before such words and phrases as those listed on page 391 when they begin independent clauses.

EXERCISE 3. Substitute for each blank in the following sentences a comma and conjunction, a semicolon and conjunction, a semicolon only, or a period and capital. Be ready to defend the punctuation that you choose. Do you notice that a different kind of punctuation sometimes changes the effect of the sentence? Are there any sentences in which more than one form of punctuation would be correct?

1. Cerberus, the three-headed watchdog, held agape his triple jaws — the shades, who had listened entranced to the music, now stepped aside to allow them free passage.

2. The little boy began to struggle, tried to tear himself away — the old lady grasped him with both hands, knocked off his cap, and caught him by the hair.

3. No one knew what was the matter with the furious old gentleman — no one dared to ask.

4. I cannot push that car up the hill — furthermore I am not going to try.

5. He daily thanked God that he had a son who was a credit to the family and a source of rollicking joy and sane thinking among his associates — it was good to feel as he was feeling.

6. Ralph had not moved since they got into position — Henry was obviously nervous and fidgety.

7. What I required was something cheap and small and

hardy, and of a stolid and peaceful temper ——— all of these requisites pointed to a donkey.

8. The meats that pass inspection are then placed in storage ——— they may be immediately distributed in the city, shipped in refrigerator cars to other markets, preserved by smoking, drying, or curing, or made into many kinds of canned meat products.

9. Men without a trade received very low wages and were frequently out of employment ——— consequently they were forced to live cheaply in crowded tenements.

10. During Mr. Taft's administration the situation had become alarming ——— in fact he had warned the Mexican government against violating American rights.

In a sentence like the above, one will not go far wrong in using a period wherever the rule calls for a semicolon; at least the error will not manifest any gross immaturity in the use of the language. But one should avoid much more carefully using the comma where the semicolon or period should be used. This is the comma blunder or run-on sentence, sometimes called the "baby blunder," studied in Problem 43.

RIGHT. You needn't come; it is not necessary.

RIGHT. You needn't come. It is not necessary.

RIGHT. You needn't come, for it isn't necessary.

WRONG. You needn't come, it is not necessary.¹

RIGHT. He was hungry; indeed, he was almost starved.

RIGHT. He was hungry. He was almost starved.

WRONG. He was hungry, he was almost starved.

EXERCISE 4. After reviewing the uses of the comma and semicolon, correct any wrong punctuation in the following sentences and supply any that is missing. Be ready to defend your work.

¹ This form is used by some good authors when the connection is very close, as it is in this sentence, but since high-school pupils make so many errors of the comma-splice type, it is probably better to discourage its use entirely.

1. There was hardly a ripple on the water the shore was a blue haze in the distance and as the broad red sun rose out of the east the Cecilia stood framed in its crimson circle.

2. I positively will not permit you to do it, it isn't fair, there is no sense in it.

3. The boys in the other societies refused to coöperate with him hence he was unable to accomplish his purpose.

4. When he asked her whether she would risk crossing the gorge with him, she did not answer but there was something in her manner that left no doubt that he could depend upon her.

5. Roland did not offer help and Sorrell did not hint at the fact that he needed it.

6. Knowing that the water at that point was fully twenty feet deep and that the boy could not swim he hurriedly tore off his clothing and dived into the icy waters.

7. There were pictures of the wrecked car and of Governor Steele and many pictures of the well-known actress with him but none of the chauffeur, actually the man the public would have been most eager to know about.

8. When he was not sitting beside the bed in his wife's room he was outside on an old settee in the corridor and he spent the whole of the first night on that old settee.

9. It seemed to move away and to be thrown back from a considerable distance and at long intervals it would approach me again with a new sound which I began to interpret as a command.

10. I was born an American I have lived an American I shall die an American.

EXERCISE 5. Take some modern author who is not playing tricks with the English language and try to give the reason for the first twenty commas and the first twenty semicolons you find in his work. If you are using a magazine in class, examine the punctuation of three or four different authors and see whether they follow about the same rules. If they differ, which author by his punctuation helps you get his thought most easily? Which follows most

closely the rules that you have studied for the comma and semicolon?

EXERCISE 6. Write a theme in which you try to use a few sentences that would require the semicolon. Try to make it correct in every detail. Grade it in class, one group marking for punctuation, one for spelling and capitalization, one for all other errors.

EXERCISE 7. Write the following exercise from dictation, trying to get spelling and punctuation absolutely correct. Be prepared to explain each capital and mark of punctuation.

O'Connell was brave, sagacious, eloquent; but, more than all, he was a statesman, for he gave to Ireland's own keeping the key of her future. As Lord Bacon marches down the centuries, he may lay one hand on the telegraph and the other on the steam engine and say, "These are mine, for I taught you how to study Nature." In a similar sense, as shackle after shackle falls from Irish limbs, O'Connell may say, "This victory is mine; for I taught you the method, and I gave you the arms."

PROBLEM 82

ACTIVE AND PASSIVE VOICE

Problem: *To learn to avoid the undesirable shift in subject and voice, and the weak use of the passive voice.*

Review: Problem 63, Agreement of Pronoun and Antecedent; Problem 52, Agreement of Subject and Predicate; Problem 53, Shift in Tense; Problem 55, Transitive and Intransitive Verbs.

Undesirable shift in number and in tense. *Review.* Can you keep your mind on one thing for thirty seconds at a time? You think that's easy, do you? Your teacher or a friend, if he is alert, can prove to you that you can't do it.

Anyone should be able to keep *their* mind on the same thing for thirty seconds.

But the person who speaks a sentence like that has his mind on *one* at the beginning and shifts over to two or more (*their*) in less than five seconds.

Each of us girls *have* earned one dollar for the home-mission collection.

The person who speaks a sentence like that is thinking of one (*each* is singular number) at the beginning of the sentence and shifts over to two or more (*have* is a plural verb) in less than five seconds.

Old man Seipel *came* up to us and *says*, "You boys have got to keep out of my orchard."

The person who speaks a sentence like that is thinking in the past tense in one verb and shifts to the present tense in the next.

Undesirable shift in voice. These three types of shift you have already studied. The shift from active to passive voice is another error to which students of English object. It is often associated with a shift in subject. In order to understand this error you will have to understand the difference between active and passive voice.

Active and passive voice distinguished. A verb is in the active voice when its subject is the doer of the action. A verb is in the passive voice when its subject is the receiver of the action.

John swatted the fly.

Swat is in the active voice because its subject, *John*, is the doer of the action; John did the swatting.

The fly was swatted by John.

Was swatted is here in the passive voice because its subject, *fly*, received the action; the fly received the swat. That is the whole difference between the active and the passive voice. It has absolutely nothing to do with the past tense or any other tense.

The weaker passive voice. One should avoid getting the habit of using the passive voice when one could get better effects with the active voice. It is not true, however, that one should never use the passive voice.

EXERCISE 1. After reviewing Problem 55, tell whether each verb in the following sentences is in the active or passive voice. Change each active voice to the passive voice by making the object subject of the verb. Change each passive voice to the active voice by making the subject object of the verb. If you find any intransitive verbs, simply say that an intransitive verb has no passive voice.¹ Do you find that the active voice is more forceful in all of the sentences?

1. Dickie was vigorously playing the mouth organ.
2. The window had been broken by some young vandal.
3. I have just spent five days at Yellow Springs.
4. My grandmother was buried at Kalamazoo.
5. He was sent by the firm as their official representative at the meeting.
6. When he came down from the mountain, a great multitude followed him.
7. Even the dogs may eat the crumbs that fall from their master's table.
8. How did the government meet this emergency?
9. The match was struck by her too close to the gas tank.
10. The stream that ran by our house was the scene of the first naval battles that I ever directed.

¹ The object of the verb in the active voice becomes the subject of the verb in the passive voice. Since an intransitive verb has no object, the object cannot become the subject; consequently the intransitive verb has no passive voice.

EXERCISE 2. If your teacher thinks you need further exercise in distinguishing between the active and passive voices, try the sentences in Exercise 2, Problem 83.

The shift from the active to the passive voice, or the shift from one subject to another that often accompanies it, is frequently useless and often awkward; but no rule can be made against it, for it is often good English. The ambitious writer will learn to distinguish an objectionable shift from one that is not, and act accordingly.

AWKWARD: If a boy uses slovenly English or dresses carelessly, a good position may at some time be lost by him.

BETTER: If a boy uses slovenly English or dresses carelessly, he may at some time lose a good position.

WRONG: One should not make such mistakes as this if it can be helped by him.

EXERCISE 3. Point out the undesirable shifts in subject, gender, number, person, tense, or voice, and improve the sentences by revision. Watch the lack of agreement of subject and verb, which is a shift from one number or person to another. Which sentences are satisfactory as they stand? Do you notice any examples of the weak passive voice?

1. A person must perform this experiment very carefully if they expect to have it come out well.

2. A merry Christmas is wished you by mother and me.

3. Playing golf is good exercise. By it a man is kept in good health.

4. My father's watch has kept good time for fifteen years. The company who made it puts out a good watch; didn't it?

5. Anyone can speak correctly if reasonable care is exercised by them.

6. Either you or your partner are responsible for the damages because the car was being driven by you when it caught fire.

7. Everybody is going to bring their ukuleles and a good time will be had by all.

8. He learned to fly very easily but was killed on his first long flight.

9. The desk along with all the books are to be left in Miss Potter's room, and she will have full charge of their circulation.

10. First the hay has to be cut with a hand scythe. Then you have to rake it up with a hand rake.

11. We packed our baskets with lunch and our fishing tackle was taken along, too.

12. After hanging the bear by his feet to this pole, I took hold of one end and the other was taken by the guide and the bear was brought home between us.

13. When we went up and rang the bell, my aunt came to the door and greeted us.

14. Then it dawned upon me that this was my birthday and that a birthday party was being given to me by my aunt.

15. We were opening the door little by little so we could peek and see who it is.

16. The wind blew a little and the buttercups trembled in the breeze so that it seemed as if we were being flirted with by the buttercups.

17. Each of the boys have a room all to themselves in the new dormitory.

18. If I ever become a teacher, and I hope to be one, I shall let my pupils know that they were never to tell me an untruth no matter what may happen.

19. If a person would keep their mind open to new ideas the community in which they live may be influenced for good by them.

20. The vicar tries to stop him from coming, but it was useless.

EXERCISE 4. Using a new set of themes written for the purpose, or some old set, correct them for shifts in subject, gender, number, person, tense, or voice. Mark also all uses of the passive voice where you think it would have been better to use the active voice. Discuss these in class.

PROBLEM 83

THE POSSESSIVE WITH THE GERUND; THE SPLIT INFINITIVE

Problem: *To learn to use the possessive case with the gerund.
To learn not to separate the two parts of the infinitive.*

Review: Problem 17, The Apostrophe with the Possessive Case; Problem 65, The Possessive Forms of the Pronoun; Problem G, Difference between the Gerund and the Participle; Problem 20, The Nature of the Infinitive.

EXERCISE 1. Oral Review. After reviewing the problems suggested above, answer the following questions.

1. What are the rules for the use of the apostrophe with the possessive case of nouns? Give an illustration of each.

2. What is the rule for the use of the apostrophe with the possessive case of pronouns?

3. Give the possessive case forms of the following pronouns: *I, we, you, he, she, it, they, who, one, another, anybody.*

4. What is the difference between the gerund and the participle? Illustrate.

5. Are *ing* words always gerunds or participles? Illustrate.

6. What is the matter with the following as sentences? *The old Anglo-Saxon earned his living by hard work. Tilling the ground. Hunting wild beasts almost empty handed. Robbing the neighboring tribes.*

Gerund and participle differentiated. The gerund is a verbal in *ing* used as a noun is used, that is, as subject, predicate nominative, object of a verb, object of a preposition. The gerund is a substantive. The present participle is a verbal in *ing* used as an adjective, that is, to modify a noun or a pronoun. The present participle is an adjective.

I could not prevent him from *going*. (obj. of prep.)

I could not prevent his *going*. (obj. of verb)

I could see him *going* through the park. (modifies *him*)

His *going* was a great sorrow to his *loving* mother. (*going*, subject of *was*; *loving* modifies *mother*)

EXERCISE 2. *Review.* Give the part of speech of each *ing* word in the following sentences and tell how each one is used.

1. The detectives are rapidly becoming convinced that it was the thieves whom they saw driving the olive-colored sedan.

2. The little baby passing the window is crying because his mother has taken his bottle away from him.

3. His friends were greatly surprised at his deserting the regiment.

4. Running up close under the sides of the frigate, we let go a rattling volley of grapeshot.

5. Being now at home again, I recall many scenes of my childhood.

6. I don't like John's looking so thin and shivering every time he goes into the water.

7. Her husband was discouraged by her spending so much money.

8. The old lady, not having her alarm clock and being afraid of her son's missing his train, remained awake all night long.

9. His smiting, idiomatic English seems to hew clean through to the heart of the thought that he is expressing.

Errors with the participle. *Review.* There are three errors commonly made in the use of the participle: (1) writing the participial phrase as though it were a sentence, (2) failure to put a comma after the participial phrase coming first in the sentence, and (3) the dangling participle. These you have studied in the problems indicated for review at the head of this problem.

The old willow lay all the way across the road. Washed there during the flood which had raged through the valley in the night.

Having under her refrigerator a pan that had never been allowed to run over Mrs. Gogle snorted indignantly at the puddle under the refrigerator of her neighbor.

Painted bright red with yellow stripes around the body, Mr. Alshine was very well satisfied with his expensive car.

The gerund phrase coming first in the sentence is not usually set off by a comma unless the gerund is the object of a preposition.

Before visiting the more historic European countries, he saw a great deal of his own, which he thought excelled Europe in natural beauty.

The gerund coming first in the sentence is sometimes mistakenly allowed to dangle. The remedy is the same as that for the dangling participle—make the actor in the gerund the same as the actor in the main verb.

✓ **WRONG:** In lighting the match the curtain caught fire. (Did the curtain light the match?)

RIGHT: In lighting the match, I set fire to the curtain.

Gerund as fragment. The gerund is occasionally misused as a fragment.

Mr. Wright was exceedingly weary when he got home. After having driven over three hundred miles.

Possessive with the gerund. The one new thing to be learned about the gerund is that it takes the possessive case, not the objective, as a modifier. Misuse of the objective case is an error that most often occurs when the gerund is object of the preposition.

WRONG: *Him* failing to be there on time was a great disappointment to us.

RIGHT: *His* (note the possessive case) failing to be there on time was a great disappointment to us.

WRONG: Our worst misfortune was *John* not improving in health.

RIGHT: Our worst misfortune was *John's* (note the possessive case) not improving in health.

Was the worst luck *John* or *bad health*? Whose bad health? *John's*. The predicate nominative is the gerund, *improving*; not the noun, *John*. *John* must be used as a possessive modifier. If you know how, diagram the sentence.

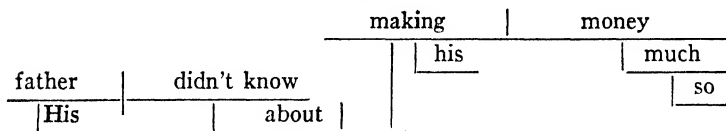
WRONG. I didn't mean that. I meant *him* getting drunk and making a fool of himself.

RIGHT. I didn't mean that. I meant *his* getting drunk and making a fool of himself.

WRONG. His father didn't know about *him* making so much money.

RIGHT. His father didn't know about *his* making so much money.

Does the sentence mean that his father didn't know about *him* or that his father didn't know about *his making so much money*? The object of the preposition is the gerund, *making*; not the pronoun, *him*.



EXERCISE 3. Find all gerunds in Exercise 2 and explain the use of the possessive case that precedes each one.

EXERCISE 4. Tell whether each *ing* word is a gerund or a participle. Correct all errors and give the reasons for your corrections.

1. She loved her children devotedly, but Mary working for a living was a perpetual bitterness in her soul. Daughters of the first families of Virginia simply did not work.

2. He said I was an ignorant, uneducated woman. And after me feeding him and boarding him for five weeks!

3. During the long winter evenings she read aloud. Her children sitting around the room. Wherever they could make themselves comfortable.

4. We did not hear about them running the jewelry store until after they had failed.

5. Early in the morning the old frigate crawled slowly in out of the fog. Showing by her battered sides and shattered masts that she had had a rough encounter with the enemy.

6. After learning my way around the factory the president made me his private errand boy.

7. Having had the car repaired at my own expense I did not feel so bad about the accident.

8. Getting off the trolley at the green the store was seen less than half a block away.

9. We just couldn't stand him trying to run everything.

10. The government will not consent to you sending that as second-class matter.

EXERCISE 5. Write ten sentences in which you use correctly the possessive case of five nouns and five pronouns modifying gerunds. Continue this exercise until you are familiar with this usage with the gerund.

★Gerund or participle. Sometimes it is difficult to know whether to use the objective case as object of the verb or preposition with a participle modifying it, or to use the possessive case modifying the gerund. Sometimes either would be correct, depending upon what the writer has in mind. The italicized words below suggest the important thing in the mind of the writer, and that important thing is the object of the verb.

CORRECT. We heard *him* singing.

CORRECT. We enjoyed his *being* here.

CORRECT. Can you imagine *him* kneeling before her?

CORRECT. Can you imagine his *kneeling* before her?

EXERCISE 6. If your teacher thinks it well, select the correct forms from the parentheses in the following sen-

tences and give the reason for each choice. If either form might be used, tell the exact shade of meaning that each connotes.

1. The principal wrote us about (him, his) leaving the campus without permission.
2. We caught (them, their) painting the class letters here.
3. She left without (me, my) knowing it.
4. I just couldn't think of (father, father's) buying such an expensive car.
5. Did you ever see (him, his) flying his plane?
6. Just imagine (Jenny, Jenny's) wearing a dress like that!
7. There is no danger of (us, our) winning from Cheyenne.
8. The idea of (him, his) repainting the house never occurred to us.
9. Many people still prophesy rainy weather from a (cat, cat's) washing over its ears.
10. I was sure of (John, John's) being here on time.

EXERCISE 7. If your teacher thinks it well, write five sentences in each of which the objective case of noun or pronoun is correctly modified by a present participle, and five in each of which the gerund is correctly modified by the possessive case of noun or pronoun.

★The split infinitive. You will remember that the infinitive is composed of two parts, *to* and the verb: *to go*, *to run*, *to see*. Many authorities object to splitting these two words apart by putting words between them. Others call attention to the fact that many excellent writers now and then split their infinitives. We may safely say that the constant use of the split infinitive is a habit you ought to avoid.

RIGHT: They began to complain loudly.

AWKWARD: They began to loudly complain.

RIGHT: Finally we had to get out and walk.

AWKWARD: We had to finally get out and walk.

RIGHT: He asked me to think the matter over quietly and sensibly.

AWKWARD: He asked me to sensibly and quietly think the matter over.

★EXERCISE 8. Revise the following sentences so that there shall be no split infinitives.

1. Her father thought it would be worse to indefinitely go on making the same mistake than to immediately acknowledge she was wrong and take the consequences.
2. Mother asked me to quickly run over to the store and get a cake of soap.
3. The leaves on the trees seemed to hardly move.
4. I do not wish to soon have the experience again.
5. He does not seem to very easily get over it.

EXERCISE 9. Write the following exercise from dictation, trying to get spelling and punctuation absolutely correct. Be prepared to explain each capital and mark of punctuation.

There's no use of his trying to make believe that his father's failing to keep that promise wasn't a disappointment! In spite of his game defense of his delinquent parent, we could read his hurt feelings in his eyes. It's altogether a shame, I say, when any boy can't depend on his father's word; he is hurt more by that than by almost anything else that can happen to him. But this case is especially regrettable, for the boy himself is so honorable and dependable.

PROBLEM 84

SUBJUNCTIVE MOOD

Problem: *To learn to use the subjunctive, especially in sentences expressing condition contrary to fact.*

When a verb states a fact or asks a question, grammarians say that it is in the indicative mood. This is the mood used in most of our speech and writing.

The factory burned down last night.

Did the factory burn down last night?

When a verb expresses a command, it is said to be in the imperative mood.

Close the door behind you.

When a verb expresses a condition contrary to fact, a supposition that is not true, it is said to be in the subjunctive mood. There is little value in your doing exercises to improve your ability to recognize the indicative and imperative moods; and the value in recognizing the subjunctive mood is practically limited to expressions including the word *were*. Notice in the sentences below that this word *were*, which we usually think of as past tense, plural number, is used in the subjunctive to express present tense with both singular and plural subjects. The past tense form of other verbs, too, may be used to express present time in the subjunctive, but such usage is not very common.

If I were (*not* was) you, I should return it.

I am not you; so it is a condition or supposition contrary to the facts at the present time.

Even though he were (*not* was) rich, I should love him still.

If he went there as often as you say he does, I should see him.

He is not rich; so it is a condition contrary to fact in the present.

He doesn't go there so often as you say he does.

Would that he were (*not* was) well.

He is not well; therefore the subjunctive form is used to indicate here a wish for a condition contrary to the present fact.

EXERCISE 1. Show that each italicized verb should be in the subjunctive mood.

1. If I *were* a good student, I should try for the prize.
2. If he *were lying*, he could not keep such a straight face.
3. Would they *were* safe at home.
4. I wish I *were* a millionaire.
5. If she *were* both intelligent and beautiful, I should still hate her.
6. If we *were* four years older, we could vote.
7. *Were* we but four years older, we could vote.
8. He looks as if he *were* about to speak.
9. If there *were* not so many trees, we could see better.
10. If he *had been* on the right side of the road, he would not have been struck.

Subjunctive vs. indicative mood. The subjunctive thus expresses a condition that is not true, that is contrary to fact. The indicative mood may also express condition, but it expresses a condition that may or may not be true; which, the grammarians say, is neutral. Notice the difference in meaning between these sentences.

If they are here, they are in this drawer.

The speaker in this sentence does not suggest whether they are here or not. They may be or they may not be. The verbs are in the indicative mood.

If they were here, they would be in this drawer.

But the speaker in this sentence suggests definitely that they are not here. He does it by the use of the subjunctive of condition contrary to fact.

If he is my brother, I shall take care of him. (Is he?)

If he were my brother, I should take care of him. (He is not.)

If he has a fever, he must go to bed. (neutral)

If he had a fever, he would have to go to bed. (He hasn't.)

If he had a fever, he went to bed. (neutral)

If he had had a fever, he would have gone to bed. (He didn't.)

EXERCISE 2. Choose the correct forms from the parentheses and tell the reason for each choice. Tell whether or not each one expresses condition contrary to fact. Would both forms be correct in any of the sentences? If so, give the meanings of both sentences.

1. If the house (was, were) mine, I should sell it.
2. How I hope you (are, were) able to visit us.
3. How I wish he (was, were) able to visit us.
4. (Was, Were) he only half as honest as he seems, we could trust him twice as much as we can.
5. If I (was, were) you, I shouldn't do that.
6. If he (was, were) here, you would be afraid to say that.
7. If he (drinks, drank) as much as you do, I should be ashamed of him.
8. If he (drinks, drink) as much as you do, I am ashamed of him.
9. If he (drank, had drunk) as much as you did, he was not fit for the society of decent people.
10. If he (drank, had drunk) as much as you did, he would not have been fit for the society of decent people.

EXERCISE 3. Write ten sentences in which you use the subjunctive of condition contrary to fact. Most of them will be with the verb *were*.

PROBLEM 85

SHALL AND WILL

Problem: *To learn to use shall and will correctly.*

There are certain distinctions between the uses of *shall* and *will* with which the high-school graduate should be familiar.

To express simple futurity use *shall* for the first person, *will* for the second and third.

I think I *shall* go to town this afternoon.

We *shall* probably see him at Wise.

He *will* come, I'm sure.

They *will* be here, too.

To express determination, promise, or agreement do the exact opposite, use *will* for the first person, *shall* for the second and third.

We *will* go whether you wish it or not. (determination)

Will you go to the theater with me to-night?

Yes, I *will*. (promise or agreement)

He *shall* do what I tell him. (determination)

You *shall* be satisfied. (promise or agreement)

In asking questions always use *shall* for the first person.

Shall I open the window?

Shall we come over to-night?

In the second and third persons use *shall* if the answer expected requires *shall*; use *will* if the answer expected requires *will*.

Will you go to the theater with me to-night?

The answer will be a promise or agreement; hence, *I will* or *will* not. Therefore use *will* in the question.

Shall you be with the Audleys?

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The answer expected is: I *shall* or *shall* not. Therefore *shall* is used in the question.

EXERCISE 1. Choose between the forms in each pair of parentheses and give the meaning of the sentence using either word.

1. I think I (shall, will) stay home to-night; my cousin (shall, will) be there.
2. Take your hands off the handle. We (shall, will) not allow you to enter.
3. You (shall, will) have a balloon, Tommy.
4. She (shall, will) not regret this, I assure you.
5. I think they (shall, will) join us at Butte.
6. I (shall, will) be very glad to go with you.
7. We (shall, will) be home by the fifteenth.
8. He (shall, will) be delighted to see you.
9. Leave that ball where it is. You (shall, will) not have it.
10. He (shall, will) pay you every cent he owes you.
11. (Shall, Will) you be at the game Saturday?
12. (Shall, Will) I offer him three hundred dollars?
13. I want to know before I leave whether you are going to tell him. (Shall, Will) he ever know it?
14. You (shall, will) not go a single step until that problem is completed.
15. (Shall, Will) he be five or six years old Sunday?
16. Do you think it (shall, will) rain?
17. (Shall, Will) we start before daylight?
18. He (shall, will) never want for bread.

***Should* and *would*.** In independent clauses *should* and *would* generally follow the same rules as *shall* and *will*. In dependent clauses, too, they often do, but the exceptions are many and too difficult to be studied here.

EXERCISE 2. Upon the teacher's suggestion choose between the following forms and give the reason for each choice. If either form might be used, give the meaning of

the sentence containing either word. If *should* suggests duty and you wish to suggest simple futurity, use *would*, even though contrary to the above rules. Clearness is the first essential of good English.

1. I (should, would) not do that if I (was, were) you.
2. We (should, would) like to borrow your wheelbarrow.
3. (Should, Would) you look after our chickens for us if we go?
4. Surely, I (should, would) gladly do that for you.
5. (Would, Should) he stop at the bank on his way back?
6. (Would, Should) they give us lodging at the lumber camp?
7. We (should, would) be very careful with it if you (should, would) lend it to us.
8. (Would, Should) you like to read *The Crisis*?
9. (Should, Would) it be too much trouble?
10. Mr. Givens (should, would) like to have the whole congregation present.

EXERCISE 3. Write ten sentences in which you use correctly *shall* and *will* with the various persons and numbers.

EXERCISE 4. Write ten sentences in which you use correctly *should* and *would* with the various persons and numbers.

PROBLEM 86

SPELLING

Problem: *To learn to spell with 95 per cent accuracy the words through Group 48T with special emphasis upon Groups 45R to 48T.*

Review: Problems 9, 26, 44, 56, 67, 76. Your teacher will teach the words from the list as may seem best to her. See suggestions for the pupil in Problems 9 and 26.

The words from here on are more difficult. The average speller in the tenth grade can spell the words in 48T with 96 per cent accuracy. If you are in a lower grade than the tenth or are not as good as the average pupil in spelling, you will have to prepare your lessons carefully. By all means have a friend or some one at home give you these words, so that you may find out which words are difficult for *you*; then *learn how to spell them*. After you have conquered this list, spell the whole list a second time; then study again those that you cannot spell correctly.

EXERCISE 1. Review. Write sentences in which you use correctly each of the following words.

to	two	too
here		hear
all ready		already
their		there
its		it's
all together		altogether
lose		loose
then		than

EXERCISE 2. Complete the following rule and illustrate its use by at least ten sentences including present participles and past tenses of verbs, and the comparative and superlative degrees of adjectives: Drop the final *e* before a suffix beginning with a ———

EXERCISE 3. Complete the following rule: Monosyllables, and polysyllables accented on the last syllable, if they end in a single consonant preceded by a single vowel, _____

Write ten sentences in which you illustrate the use of the above rule in past tenses or present participles of verbs, and the comparative and superlative degrees of adjectives.
✓ *Ei* and *ie*. In such words as *receive*, *deceive*, *believe*, *relieve*, *retrieve*, which are pronounced with a long ē, *ei* follows *c*, whereas *ie* follows all other letters. The word *rice* may help you to remember the rule; for in this word, too, *e* follows *c*, while *i* follows the other letter.

EXERCISE 4. Write the following exercise from dictation, trying to get spelling and punctuation absolutely correct. Be prepared to explain each capital and punctuation mark.

Per Larsen's small eyes grew lively, and his speech took a slightly quicker tempo.

"Sure, and that's just it. The Missus is quite right in saying that I have been married twice. The Lord help us! One woman gabbled, and the other twaddled; there was no difference. For ten years it was like as if there was a mill whizzing in the room all the time. And—er—some time after the harvest I rode five miles with Stina, and upon my word, she didn't hardly answer me when I spoke to her, and that pleased me right well. And she even offered me sandwiches, but the two of us didn't make any conversation while we were eating. And the Missus may believe me, when a person has heard so much prating from women in his life, it'll be a relief to get somebody who can keep her mouth shut tight. And one has to have a woman on a farm like mine, or all the inside work goes to the dogs."

PROBLEM 87

THE DICTIONARY

Problem: *To learn (1) to find the derivation of a word, (2) to tell when a word is foreign, and (3) to make a satisfactory definition.*

Derivations. One often likes to know the derivation of a word, perhaps just to know it, perhaps to understand the meaning of the word, perhaps because some derivations tell very interesting stories.

EXERCISE 1. With your teacher's help look up the words below in an unabridged dictionary and give their derivations, their meanings, and their pronunciations.

capricious	coniferous	remorse
alphabet	candidate	speedometer
insult	automobile	heliotrope
gerrymander	phonograph	Norfolk
buncombe	telephone	piazza

Foreign words. Many words are so commonly used in English that their meanings are readily understood, but because they have not yet been accepted into the language, they are still given the foreign pronunciation. Such words are printed in the Webster dictionaries with two parallel lines at their left.

EXERCISE 2. Look up the following words, and give their meanings and pronunciations. If they are still considered foreign, tell what language they belong to. If they have been accepted into the English language, give their origin.

fandango	fiancée
faux pas	bizarre
veranda	levee
caviare	premiere
prestidigitator	Te Deum

Definitions. Science teachers find that one of the most annoying things about many high-school students is their lack of ability to give a good definition. These teachers expect students to acquire this ability in their English classes.

Suppose we have to define the following words: *Dog, fox, leopard, centaur, maple, hemlock*. It is obvious that dog and hemlock do not belong to the same class of things at all. A dog is an animal, whereas a hemlock is a tree. But so is a leopard an animal, and so is a maple a tree; consequently our definition must tell the difference between a dog and a leopard if the reader is to know just what a dog is. So we think about them and decide that the dog is like the wolf, whereas the leopard is like the cat; also that the dog is tame or domesticated, while the leopard is wild. Being like a wolf, and being domesticated are called differentiating characteristics of the dog. A properly formed definition should do these two things: (1) name the general class (animals, trees) to which the thing belongs; and (2) give the differentiating characteristics or the qualities in which the object to be defined differs from others in the same class.

Following these directions, we should get a definition something like this: *A dog is an animal that is like a wolf but is tame*. This seeming awkward, we revise it, but keep the general class and the differentiating characteristics. *A dog is a domesticated animal resembling the wolf*; or, *A dog is a domesticated canine*.

Likewise, *A hemlock is a tree that is green all the year round, has cones on it, and has a leaf something like that of a sensitive plant*. But this may not sound scientific; so we try again, keeping the general class and the differentiating characteristics. *A hemlock is a coniferous evergreen with pinnate leaves*.

The scheme suggested at the top of the following page may be helpful.

Word	General Class	Differentiating Characteristics
geography	science	dealing with the bodies of land and water of the earth's surface
honesty	moral quality	of truthfulness, sincerity
amoeba	unicellular animal	found in stagnant waters
<i>Treasure Island</i>	romance	written by Stevenson
radiator	device	used for heating rooms at a distance from the source of heat
coma	condition	of unconsciousness from which it is difficult to arouse the subject
man	two-legged animal	without feathers

EXERCISE 3. Make your own definitions of the words that follow. Use the above method for getting the general class and differentiating characteristics.

pica	fancy	stalagmite
sedan	Stonewall	mammal
saturated solution	Jackson	grammar
	metabolism	aurora borealis
Dixie	measles	yawl
sentence	porgy	mallard

PROBLEM 88

REVIEWS AND TESTS

Problem: *To test and strengthen the knowledge and ability gained in Parts I to VII.*

Review: Read carefully the statement of required knowledge at the head of this Part and study any problems that you then think you ought to review.

EXERCISE 1. Give the reason for each capital and mark of punctuation in the following theme. Are there places that could just as correctly be punctuated in some other way? Why?

On Being Critically Open-Minded

Many a martyr has died because he had an open mind; yet if everyone were to close his mind to new ideas, what chance would there be for progress? No better automobiles or airplanes would be built, no improved methods of doing business would be adopted, no new ideas in politics or religion would be possible, and science would be at a standstill.

Some of our grandmothers were horrified at the thought of a person's flying a huge balloon in the air. "It won't go up," they said. "That 'ud be agin the laws o' natur." And yet, to-day we saw the *Akron* floating easily above our very housetops.

My father tells me that even when I was a child, a person would have been called a "nut" had he said that within ten or fifteen years we should be listening to music played in Chicago and looking at pictures flashed across the ocean, both without the use of wires. But last night dozens of people in Trenton tuned in on Chicago, and this week we saw pictures in the papers that had been "radioed" from London.

It is far better to be open-minded even though fooled on a few of your philosophizings than to be an old narrow-minded person, glued to prejudices that positively will not be altered, even though you are proved to be wrong.

On the other hand, you should not "fall for" every silly modern notion that comes up for inspection. I admit that I hate a person who talks like a Bolshevik or runs down my religion or is more interested in the people on Mars than in the people in the senior class. Is this the same kind of narrow-mindedness my forefathers had, or is it good sense? I think it is good sense. But maybe the enemies of Columbus thought it was good sense to say the earth was flat.

At any rate, I am going to try to keep my mind open and to keep it somewhat critical. If after a lengthy thoughtfulness on a question I come to the conclusion that it is a good idea, I shall take sides; but I shall not think I have to agree with everything I hear, nor shall I believe anything so hard that I cannot change my mind when someone gives me a good reason for doing so.

EXERCISE 2. Arrange the following letter correctly, supply the missing capitals and punctuation marks, and give a reason for each change that you make.

39 Farmington avenue New Britain conn May 17 1932. dear William I will tell you of an interesting experience sunday we went on a trip to New London between Saybrook and New London we ran out of gas my father having a lame foot sent me on ahead about three miles for a gallon of gasoline I had not gone very far when I saw a car coming behind me with a gesture I stopped it and asked for a ride when we got to the gasoline station the driver stopped the car and as I got out gave me his card I thanked him bought the gasoline and started back not till I had nearly reached our car did I look at the card. On it were written two words—Henry Ford. Now you tell one. Your true friend Walter

EXERCISE 3. Correct all errors in the following letter and give the reason for each change.

Dear John; we went to Lone tree Rock last sunday. On our way up their we stoped to get a drink. We were about half way up there. When the boy I was with said "What is that"? We went toward it. And it was an artist. He had started to draw a picture of the Lone Tree rock. We watched him paint for about and hour. He told us about his yung life in some german City. I will be waiting for you letter. Rite soon. Your Friend Lawrence

EXERCISE 4. Correct the spelling, capitalization, and punctuation in the following sentences and give the reason for each correction.

1. We gave the letters to mr. London because we could not find dr. Jordan.
2. Truly I dont know what part of the south he comes from.
3. When we first saw him he was singing that old hymn beginning. When the mists have rolled in splendor from the beauty of the hills.

4. Bewildered by the multiplicity of detail that his work involved he gradually lost his self-control.

5. When the Johnsons came over Mrs. Silver welcomed them warmly.

6. There was not a sound in the whole house, silence was absolute.

7. The proprietor had left no directions for setting up the apparatus, consequently we could do nothing but sit down and wait for his return.

8. Yes I'm glad of Bob passing his examinations but I don't know where he will get the money to go to college.

9. You should now be able to suppose to punctuate correctly most of the sentences that you write.

10. The book, on the end of the piano, is the one I really want at the present time.

EXERCISE 5. Choose the correct forms from the parentheses and give the reason for each choice.

1. We (wasn't, weren't) taking (them, those) poles. We (was, were) just looking at the turkeys.

2. They (doesn't, don't) know when he (doesn't, don't) do it.

3. We are going (to, two, too) have (to, two, too) cars, (to, two, too).

4. (Can, May) I put on the blue dress, mother?

5. (Let, Leave) me turn the dog (lose, loose). He has been (lying, laying) around there (to, two, too) long.

6. (Its, It's) not my fault if the boat (rose, raised up) with the tide.

7. Her shoes were (terrible, very dusty). They looked worse (than, then) mine.

8. He was (a, an) humble little man.

9. I thought she (did, done) her work (real, very) (well, good), but Mrs. Van Alstyne said she didn't do (nothing, anything) right.

10. Rosalie is (most, almost) the sweetest girl I know, but she (can't, can) hardly be called a beauty.

11. (Rudolph, Rudolph's) coming home so suddenly pretty (near, nearly) upset our plans.

12. That sort of person shouldn't expose (his, their) ignorance.

13. Mrs. McKenzie wanted Dickie and (I, me) to go down to her house for dinner.

14. Every one of us girls (have, has) asked him to buy a tag.

15. A person is foolish to be unhappy because (he, they) (don't, doesn't) have everything (he, they) (want, wants).

16. If he (was, had been) there, George would have known it.

17. If I (was, were) (she, her), I (should, would) positively refuse to go back.

18. (And then ten o'clock came and they all got in the busses and the drivers drove like the wind and we got down to Lighthouse and had a swim and had a good time all day.) (At ten o'clock busses whose drivers drove like the wind came and took them to Lighthouse, where they swam and had a good time all day.)

19. (Blood poisoning is when certain germs get into the blood usually through a break in the skin and cause a local infection.) (Blood poisoning is a local infection due to the presence in the blood of certain germs, which usually gain entrance through a break in the skin.)

20. (Snoring away in the top bunk, Cornell kept us all awake.) (Snoring away in the top bunk, we were all kept awake by Cornell.)

EXERCISE 6. Correct the following sentences and give the reason for each correction.

1. If I was him I would probably sell it to somebody taking History.

2. What is the sense in Harry trying to buy a motorcycle this Summer?

3. If a pupil decides to try for the team they ought to practice till they find out whether they are any good or not.

4. When we found out it was them we had eat it all up but about three pieces.

5. The guy took the cans that me and my brother had for the raft.

6. No, he didn't push me in. I laid down in the water myself.

7. When he comes up and asks me who I was, I asked him what was that to him.

8. The person that chews gum in public hasn't got much respect for themselves.

9. Chasing each other up the hill with red tail lights blinking in the night we see a long string of automobiles.

10. You can't hardly believe your own eyes when you first see that great expanse of ocean.

11. I thought he was the brightest of the two but now I think that she is brighter than him.

12. Lookit, ma, her face is all dirt.

13. They told me she was all better but I thought she looked real badly.

14. We ought to have one, it don't cost very much.

15. The radiators were so hot you could hardly touch them. Now that Spring had come.

16. We had a great time at at Jame's party, everybody was at their best.

17. Wasn't it awful the way they learned him his grammar down their, he don't know nothing.

18. They could here Ray and I rowing but they couldn't hardly see us, it was so dark.

19. We seen captain McKee and he coming with two prisoners.

20. Can't Fred and me help to paint the house?

EXERCISE 7. Write a theme or letter on a subject acceptable to the teacher. Try to make it free from any error about which you have studied thus far and to make every sentence say what you mean.

EXERCISE 8. Find in the theme under Exercise 1:

1. a verb in the passive voice
2. a compound sentence
3. a gerund used as object of a preposition

4. an adjective clause
5. a subordinate conjunction
6. *there* used as an expletive
7. a present participial phrase modifying a noun
8. a past participial phrase modifying a noun
9. a noun clause used as object of a verb
10. a direct quotation

PART VIII

REQUIRED KNOWLEDGE AND ABILITY

In order to complete the work of this unit you must acquire the knowledge set forth below and attain the standards of ability required by your school. See pages 532-533. The material in ordinary type you have already mastered; that in bold-face type is new.

I. THEME AND LETTER WRITING

1. Exact following of the regulations of the school for size and heading of paper, use of ink, title, margin, paragraph indentations, and standard of handwriting
2. Conformity to accepted forms in letter writing
3. Papers with no more than four errors per hundred words in violation of the requirements for this unit in capitalization, punctuation, diction, grammar, sentence structure, and spelling, when use of dictionary is permitted.

II. CAPITALIZATION

1. A capital is used
 - a. To begin a sentence
 - b. To begin a proper noun (or abbreviation thereof) or a proper adjective
 - c. To begin a word (or its abbreviation) denoting rank or a title preceding a proper noun
 - d. To begin each word in a title except articles, prepositions, and conjunctions
 - e. In writing the pronoun *I*
 - f. To begin *North, South, East, West*, and so on, when they refer to sections of the country
 - g. To begin the first word in a line of poetry

III. PUNCTUATION

1. The period is used
 - a. At the close of a sentence
 - b. After an abbreviation
2. The question mark is used after an interrogative sentence
3. The exclamation point is used
 - a. After an exclamatory sentence
 - b. After an interjection or exclamatory noun showing strong feeling
4. The colon is used
 - a. After the salutation in a letter
 - b. To begin a list or a long quotation.
5. The comma is used
 - a. To separate words or groups of words in a series
 - b. To set off from the rest of the sentence a parenthetical expression such as
 - (1) A noun of address
 - (2) A noun in apposition
 - (3) A word like *however, moreover, too, and so on*
 - (4) A prepositional phrase like *in fact, for example, of course*
 - (5) A clause like *it is said, it is true*, and any others obviously parenthetical
 - (6) **A nonrestrictive modifier, phrase or clause**
 - c. To set off such an introductory expression as
 - (1) A word like *yes, no, well, now, truly*, and so on
 - (2) An adverbial clause coming first in the sentence
 - (3) A participial phrase coming first in the sentence
 - (4) A prepositional phrase like *on the other hand, in the first place*, and so on, when loosely connected with the rest of the sentence
 - d. Before the conjunction in a compound sentence
 - e. To set off a direct quotation
 - f. To help make the meaning instantly clear
6. The apostrophe is used
 - a. To show possession, relation, or connection in a noun, as follows:
 - after a word not ending in *s* sound, add apostrophe and *s*
 - after a word ending in *s* sound, add apostrophe only
 - b. To show contraction where letters are omitted

- c. To indicate the possessive case of the noun modifier of the gerund, as in 6 a on page 426
- 7. Quotation marks are used
 - a. To enclose a direct quotation
 - b. To enclose the title of a poem, short story, essay, etc., referred to
 - c. To enclose slang or a borrowed expression
- 8. The semicolon is used
 - a. In a compound sentence when conjunction is omitted
 - b. In a compound sentence when conjunction is expressed if there are commas in one of the clauses
 - c. Before a conjunctive adverb like *nevertheless*, *consequently*, *hence*, and so on

IV. COMMON ERRORS TO BE AVOIDED

- 1. In diction, due to carelessness or confusion of meaning
anyways, anywheres, somewheres, nowheres; would of, could of, should of, might of; this here, that there; had ought, hadn't ought; different than; we was; ain't; he (she or it) don't; them things; to, two, too; learn, teach; lend, borrow; can, may; lose, loose; leave, let; its, it's; lie, lay; sit, set; rise, raise; there, their; then, than; altogether, all together; already, all ready; here, hear; misuse of words like great, grand, awful, terrible, fierce, funny, cute
- 2. In grammar and sentence structure, due to carelessness or ignorance of grammar
 - a. Omission of letters, syllables, words
 - b. Repetition of letters, syllables, words
 - c. Incorrect use of *a* and *an* before consonant and vowel sounds
 - d. Misuse of phrase or clause for sentence
 - e. Comma or no punctuation for period at end of a sentence
 - f. Confusion of adjective and adverb, including use with verbs of the senses
 - g. Double negative, including use with *hardly, scarcely, but, only*
 - h. Lack of agreement of verb with subject in person and number
 - i. Wrong tense; indefensible shift in tense
 - j. Wrong form of irregular verb, transitive and intransitive

- k.* Lack of agreement of pronoun with antecedent
- l.* Indefinite reference of pronoun
- m.* Misplaced modifier, *only*, *almost*, and so on
- n.* Wrong case of pronoun, **including relatives and interrogatives**
- o.* Misuse of preposition, wrong word or redundancy
- p.* Misuse of capital for a school subject, *high school*, a season, a direction
- q.* Incorrect comparison of adjective or adverb
- r.* Dangling participle
- s.* A string of *and's*; unrelated ideas in a sentence
- t.* Failure to use the possessive with the gerund
- u.* Undesirable shift in voice or in subject
- v.* Wrong form for the subjunctive mood
- w.* Misuse of *shall* and *will*
- x.* *Is when* or *is where* in a definition

V. GRAMMAR

1. The sentence
 - a.* Kinds of sentences as to use: interrogative, exclamatory, declarative, imperative; end punctuation of each
 - b.* Kinds of sentences as to form: simple, compound, complex, compound-complex
 - c.* Nature of phrase, clause, and sentence
 - d.* Difference between principal and subordinate clauses; kinds of subordinate clauses
 - e.* Subject and predicate, simple and complete
 - f.* **Restrictive and nonrestrictive modifiers**
2. Parts of speech, recognition in simple constructions
3. The noun
 - a.* Common and proper; use of capital with proper noun
 - b.* Singular and plural
 - c.* Possessive case; use of the apostrophe
 - d.* Noun of address, set off by commas
 - e.* Noun in apposition, set off by commas
4. The conjunction
 - a.* Subordinate, introducing adverbial clause
 - b.* Use of coördinate
5. The verb
 - a.* Agreement with subject in person and number
 - b.* Tense; emphasis on irregular verbs

- c.* Transitive and intransitive; emphasis on common errors
- d.* Participle and participial phrase
- e.* Active and passive voices
- f.* Subjunctive mood
- g.* Use of *shall* and *will*
- h.* Infinitive and gerund as substantives
- 6. The adjective and the adverb
 - a.* Difference in form and use, including use with verbs of the senses
 - b.* Comparison
- 7. The pronoun
 - a.* Kinds of pronouns, working familiarity only
 - b.* Nominative and objective case forms of all pronouns
 - c.* Case of pronoun
 - Nominative case
 - Subject of verb
 - Predicate nominative
 - Objective case
 - Object of verb, direct or indirect
 - Object of preposition
 - Subject of infinitive
 - d.* Agreement of pronoun with antecedent in gender, number, and person
 - e.* Pronoun in apposition, agreement in case
- 8. The preposition, misused and redundant

VI. SPELLING AND USE OF THE DICTIONARY

- A. Ability in spelling
 - To spell with 95 per cent accuracy words **through Group 52V**, two-thirds of the test to be taken from **Groups 50-52V**.
- B. Ability in using the dictionary
 - 1. To locate a given word
 - 2. To tell how it is spelled, including hyphenation
 - 3. To give its syllabication
 - 4. To give its accent
 - 5. To give its meanings as different parts of speech
 - 6. To give its part of speech in any meaning
 - 7. To give the pronunciation of a word involving the various vowel and consonant sounds

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8. To tell whether a noun is common or proper; to give the plural of a noun
9. To tell whether a verb is transitive, intransitive, or either
10. To give the preferred of two pronunciations
11. To give the change in pronunciation with change in meaning or part of speech
12. To give synonyms and differentiate their meanings
13. To give the comparison of an adjective or an adverb
14. To form a definition clearly and correctly
15. To give the derivation of a word
16. To tell when a word has not yet been Anglicized and still takes the foreign pronunciation
17. **To look up a doubtful phrase, its meaning and standing in the language**

PROBLEM 89

REVIEWS AND TESTS

Problem: *To test and improve the knowledge and the abilities gained in the first seven units of work.*

Review: The statement of required knowledge at the head of this unit and any problems which you may then find you need to review.

EXERCISE 1. *Review of Knowledge, Chiefly Oral.*

1. Review the list of common errors in Problem 71, page 328. Are there any that you still make?

2. Review the list of errors under IV in the statement of required knowledge at the head of this unit. Make a list of those that you know you now make and review the problems in which they are taught.

3. What are the two parts of a good definition? Define *civics*, *carburetor*, *star*, *mosquito*, *itch*.

4. What use of the subjunctive mood is still common in American speech? Illustrate.

5. What is the rule for the use of *shall* and *will* in questions? Illustrate.

6. What is the difference between a transitive and an intransitive verb? Give the principal parts of each of the following verbs and use each correctly in a sentence: *lie*, *lay*; *sit*, *set*; *rise*, *raise*.

7. What are the six tenses used in English? Illustrate each one.

8. What is the difference between the active and passive voices? Illustrate.

9. Complete the following rule and illustrate: A pronoun agrees with its antecedent in ———, ———, and ———.

10. Complete the following rule and illustrate it: A verb agrees with its subject in ——— and ———.

11. Give the rule for the possessive with the gerund and illustrate, both with noun and with pronoun.

12. Define and give an easy method of revising a dangling participle.

13. What is a double negative? Illustrate.

14. What is the difference in form and use between the adjective and the adverb? Illustrate. Give the adverb that corresponds to each of the following adjectives: *good*, *real*, *most*, *some*. Use each adverb in a sentence.

15. What is meant by the comparison of adjectives and adverbs? Compare *good*, *well*, *small*, *frankly*.

16. Just what sort of an error is meant by each of the following: comma blunder, fragment, omission, repetition? Give examples.

17. Give the rule for the use of *a* and *an*. Which would you use before *chair*, *house*, *humble*, *hotel*, *anchor*, *uncle*?

18. How can one indicate a slang word or a borrowed expression in his writing? Illustrate. (The teacher or some pupil may write these illustrations on the board.)

19. How may the title of a book be indicated in writing? The title of a short poem?

20. What is the best thing to do when in doubt about the hyphenation of a word?

EXERCISE 2. Give the rule for the following and write out an illustration of each, either on paper to hand in or on the blackboard.

1. The possessive case and the gerund.

2. Omission of letters in contractions.

3. Possessive case of *niece*, *church*, *Charles*, *Armstrong*, *musicians*, *plumbers*.

4. Beginning a list or a long quotation.

5. Punctuating a compound sentence having commas within one of the clauses; a compound sentence in which the conjunction is omitted.

6. Comma—(1) in compound sentence; (2) with participial phrase or adverbial clause coming first in sentence; (3) in series; (4) with direct quotation.

7. The use of the capital in a word denoting rank or in a

title; in the title of a theme; with the name of a section of a country; with a proper noun; a proper adjective.

EXERCISE 3. Give the reason for each capital and mark of punctuation on two or three pages of some book which you are using in class. Omit those which you have not studied.

EXERCISE 4. Write the following letter from dictation, trying to make it absolutely correct. Be ready to give the reasons for all capitals and punctuation marks.

Senior High School
Wilmington, Delaware

Office of the Principal

April 14, 1932

Mrs. Arthur Durkin
246 Westfield Avenue
Wilmington, Del.

My dear Mrs. Durkin:

You doubtless noticed from Harold's last report card that, unless his work shows a decided improvement, he will not be graduated in June.

Wishing to make a study of such cases of probable failure, I investigated Harold's record myself; and I find that, according to every report we have of his ability, he is perfectly capable of doing creditable work. It is the opinion of his teachers, too, that his failure is due to lack of application to his studies.

I am writing to all parents of pupils who are in imminent danger of failure through lack of effort, requesting that the parents coöperate with us in seeing that the pupils put more time upon their studies.

Cordially and sincerely yours,
Karl Harrington

EXERCISE 5. Correct all errors in the following theme and give the reason for each correction.

The haunted Bookshop

I had read, Parnassus on Wheels, by Christopher Morley, and liked it immensely, therefore I selected, The Haunted Bookshop by the same author for this book report.

The story is one that with a few changes one would expect to take place in a city like New York. Aubrey Gilbert an advertising agent in an attempt to get Mr. Mifflin the owner of the bookshop to advertise makes the acquaintance of Titania Chapman and falls in love with her, then they stumble upon a great plot to assassinate the president. While Aubrey is in Washington on a false supposition that Mr. Mifflin is involved in the plot. Titania blocks the attempt of two German sympathizers to place a bomb in what looks like a volume of the Presidents favorite book Carlyles Cromwell.

The book is a combination of love and mystery. Among other things it shows that a young man in love will do things and say things that would at other times seem to him to be ridiculous.

EXERCISE 6. Capitalize and punctuate the following sentences. If there are errors, correct them.

1. Because most of the Civil war was fought in the south there are few battle grounds on northern soil.

2. The african diamond mines are the richest in the world.

3. They were married last Summer by the rev. Charles g. Dingham.

4. The sun draws water the clouds form rain falls and God sends warmth—all for this little forget-me-not.

5. Well I think Ill go out to the club to-night Bob. If you will drive me out and come for me at eleven you may use the car during the evening.

6. This current flowing rapidly at first as a narrow stream loses velocity as it passes along and becomes broader.

7. When you have tried them and know that Rugers choco-

lates really do satisfy our representative will be glad to arrange for deliveries which will meet your convenience.

8. The comma has the following uses to separate the members of a series to set off introductory and parenthetical expressions to separate the clauses of a compound sentence and in addition to these to help make clear the meaning of a sentence.

9. Now look here said Mrs Nagle I have just taken Mickys rubbers off so that he can stay in the house. Now dont you run out doors.

10. He positively was not sick he was just as well as he is to-day.

EXERCISE 7. Choose between the forms in the parentheses and give a reason for each choice.

1. (Can, May) I (to, two, too) have one of those?
2. (Its, It's) (to, two, too) bad that his mother won't (leave, let) him go (to, two, too).
3. We (lay, laid) off Sandy Hook for three days waiting for the fog to (rise, raise).
4. (There, Their) (were, was) many of them that were different (than, from) ours.
5. The stream had (all ready, already) worn a deep channel in the rock.
6. That woman (most, almost) drives me mad.
7. She may be feeling (good, well) but she is singing very (bad, badly).
8. The engine wasn't running very (good, well) this morning, I (thought, didn't think).
9. Each one of the salesmen (has, have) had six months' experience at the factory.
10. Either the rains or the dew (has, have) made everything damp.
11. Everybody was driving (his, their) own car.
12. They asked Eleanor and (I, me) to stay till next week.
13. It must (have, of) been (she, her) if the Schnelligers took her.

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14. Gladys along with all of her trunks (is, are) to be here on the afternoon train.

15. Mr. Lebrun brought Lucile and (I, me) some beautiful (French, french) laces.

16. Oliver and (I, me) will do that for you.

17. (There's, There are) not more than a dozen here.

18. I don't object to (him, his) using the tools, but I do object to (him, his) leaving them outdoors.

19. (Shall, Will) I raise the windows?

20. I think I (shall, will) buy a felt hat.

EXERCISE 8. Correct all errors in the following sentences and give the reason for each correction.

1. I would not do that if I was him.

2. We will be off of this here shoal by about four oclock.

3. They was there most a month and they only seen four boats go by.

4. Then we crept up near to the wall and throwed a rock over.

5. Everyone had their raincoats on but Annie and I.

6. Neither of of us are not going to let him get away with that.

7. When we entered the door there was Laura, Viola, and Sally already to go.

8. That looks real good on her, don't it?

9. Running up the side of the chimney and spreading its greenery all over the north wall, you saw an old ivy vine.

10. She bites her finger nails just awful, we can't get her to stop nohow.

EXERCISE 9. Write a theme or a letter on a subject acceptable to your teacher. Dividing the class into three groups, let one group grade for capitalization and spelling, one for punctuation, and one for all other errors.

PROBLEM 90

ERRORS COMMON IN SPEECH

Problem: *To learn to avoid a few errors especially common in speech.*

EXERCISE 1. Choose between the forms in the parentheses and give a reason for each choice.

1. We thought (sure, surely) it was (he, him).
2. When they (was, were) all seated, he (began, begun) to play.
3. As soon as I looked at him I (see, seen, saw) that he was (real, very) good-looking.
4. A mother can't help thinking (her, their) own child is somehow the best.
5. There (wasn't, weren't) many chosen.
6. (That, Those) sort of (person, people) (is, are) always right.
7. When I (came, comes) up to him and (asks, asked) him whether I was (anywheres, anywhere) (near, near to) the iron foundry, he (began, begun) to laugh.
8. We hadn't (gone, went) far when a tire (burst, bursted, busted) and then we (had, hadn't) hardly (got, ——) started again when the gas (ran, run) out.
9. I (haven't, ain't) (written, wrote) a correct theme yet.
10. Well, he just (don't, doesn't) know what he would do if he (was, were) in my place.
11. The German method of cooking is very different (than, from) the French.
12. (Him, His) going into the army (most, almost) broke his mother's heart.
13. He positively (shall, will) not go to that party. I forbid it.
14. He appears (happy, happily) enough, but you (can't, can) never tell by appearances.
15. We were (near, nearly) famished before supper time (came, come).

16. Mrs. Sharply wants Fred and (I, me) to go for her cattle to-night.

17. Mrs. Rodenwall wore (terribly, very) high heels. They were (fierce, absurd).

18. Mother, Mr. Jameson has given Aunt Ellen and (I, me) two tickets for the theater. (Isn't, ain't) that (great, delightful)?

19. He had (done, did) it often before, but the teacher (had, hadn't) never caught him.

20. Just between you and (I, me) we (shall, will) ask him to speak in this hall.

EXERCISE 2. Continue as in Exercise 1.

1. Mother, (can't, may) I go over to Jean's?

2. He was (sitting, setting) on the floor with his hands locked (behind, in back of) his head, but when we (come, came) in he (raised up, rose) and (ran, run) towards us.

3. (Them, Those) girls (didn't hardly, hardly) (know, knew) where they (was, were) going (——, to).

4. (One, You) (most, almost) never (gets, get) punished for committing a crime here.

5. (There, Their) (is, are) the sort of huckleberries that I like.

6. We lived in a country where everybody (caught, caught) (his, their) own fish. Nobody (never, ever) sold any. If he had (to, two, too) many, he (give, gave) them away.

7. They wanted to get Jim and (I, me) outside.

8. It couldn't have been (she, her) (who, whom) I (saw, seen) at Anderson's.

9. (Lookit, ——), Mother, let Fred and (I, me) go over and tell Aunt Mabel that Sue is (well, all better) again.

10. She is nicer looking than (he, him) even if her face is all (dirt, dirty).

11. The iceman hasn't gone by yet, I (——, don't) think.

12. Neither you nor I (am, is, are) going to be able to go.

13. There (isn't, is) scarcely enough sugar in it, I (——, don't) think.

14. That tastes (good, well). Let Rose and (I, me) have a pound apiece.

15. She feels very (good, well) now. You may expect (she, her) and (I, me) over (most, almost) any day.

16. I think she learns (some, somewhat) more easily than (he, him).

17. Don't you think she acts (queer, queerly) since her dog was (drowned, drown'd)?

18. Whatever I may think of his honesty, I can't help (admiring, but admire) his courage.

19. She always looks (neat, neatly) and does her work (neat, neatly).

EXERCISE 3. Since this is the last general review of common mistakes made in speech, continue to make up sentences like those in Exercises 1 and 2 for any errors that are commonly made by the class.

EXERCISE 4. Make a list of speech errors heard in your locality that have not been treated in the exercises of this book. Let one committee collect from the English class, one from other classes, one from the halls and school grounds, and one from outside the school. Proceed to eliminate these errors by making up sentences like those in Exercises 1 and 2. Put on the board the correct forms for a few of the most common errors and repeat these aloud each day until they seem natural.

EXERCISE 5. What mistakes do you still make in your own conversation? Isn't it worth while to make a list of them and resolve, with the aid of your friends and family, to get rid of these before leaving school?

EXERCISE 6. Correct the following sentences and give the reason for each correction.

1. He says he don't think he done so bad; he only lost about half of them.

2. The grocery man sent up some melons and we took them and went out to the park and took some lunch and we had a picnic and we stayed all afternoon.

3. You better keep off of our lawn. We have just had some seed sewn in it.

4. You running around after him is ridiculous. If I was you I'd stop it. I sure would.

5. The wind blowed a gale out of the South West and we brung her in under a reefed jib.

6. A democracy is when the people rule.

7. The hay has laid out in the field too long all ready.

8. Geraldine along with her guests are coming over to-night.

9. Them things hadn't ought to bother you.

10. The boss wouldn't leave us off to go to the game.

EXERCISE 7. What is your program this term for Better-Speech Week? What can you do to give the citizens in your town the reputation of speaking the best English in the state?

PROBLEM 91

THE NONRESTRICTIVE MODIFIER

Problem: *To learn to punctuate the nonrestrictive phrase and clause.*

Review: Problem 41, Participial Phrase; Problem 38, Adjective Clause; Problem 39, Adverbial Clause; Problem 72, Comma with Parenthetical Expression; Problem 34, Prepositional Phrase.

EXERCISE 1. *Oral Review.* After making the reviews suggested above, answer the following questions, giving original illustrations wherever asked.

1. What is a participle? What two kinds of participles are there? How can you recognize each one? Give a sentence illustrating each.

2. What is a participial phrase? Give a sentence including a present participial phrase, using the verb *see*. Give one including a past participial phrase, using the verb *hurt*.
3. What is an adjective clause? Illustrate.
4. What is an adverbial clause? Illustrate.
5. What is a prepositional phrase? In what two ways are such phrases commonly used? Illustrate.
6. Explain the difference between the following:
 - a. prepositional phrase and participial phrase. Illustrate.
 - b. prepositional phrase and subordinate clause. Illustrate.
 - c. participial phrase and adjective clause. Illustrate.

Restrictive and nonrestrictive modifiers. We have seen that there are four kinds of adjective modifiers: adjectives, prepositional phrases used as adjectives, participial phrases, and adjective clauses.

These adjective expressions may be restrictive modifiers or nonrestrictive modifiers. A restrictive modifier is not set off by commas. A nonrestrictive modifier is set off by commas.

The Blanton girl who is no more than eighteen years of age is the champion typist of the city.

The Blanton girl, who is no more than eighteen years of age, is the champion typist of the city.

Restrictive modifier explained. Can you tell the difference in meaning between these sentences? The first suggests that there are more than one of the Blanton girls and that *the particular* Blanton girl who is only eighteen is the champion typist. The clause *restricts* the meaning to *that particular* girl who is only eighteen. Hence it is called a *restrictive clause*. This modifying clause is so closely related to the rest of the sentence that, if we were to leave it out, the meaning of the sentence would be changed; it is in no sense a parenthetical or additional idea but a necessary part of the sentence.

Nonrestrictive modifier explained. Now notice how commas can change the meaning of a sentence. The second sentence means that the Blanton girl (and an additional interesting thing about her is that she is only eighteen years old) is the champion typist of the city. This clause is very loosely connected with the rest of the sentence. If it were left out, the principal idea in the sentence, the Blanton girl is the champion typist of the city, would remain unchanged. It does not restrict the meaning to a particular Blanton girl out of a family of three or four of them, but just gives us an additional or parenthetical idea about her. These commas are like parentheses. They say to the reader, "This clause is not necessary to the sense of the sentence; you may leave it out."

Summary of differences. The table below shows in simple form the differences between restrictive and nonrestrictive clauses.

<i>Name</i>	restrictive	nonrestrictive
<i>Means</i>	that particular	and in addition
<i>Relation</i>	closely related	loosely related
	necessary to meaning of sentence	not necessary to meaning of sentence
	not parenthetical	parenthetical
<i>Punctuation</i>	no commas	set off by commas
<i>Commas say</i>		modifier may be left out

A helpful question to ask is: Who or what does the action in the verb?

Test number one. Restrictive modifier. Let us try the above tests on a few sentences.

The brook which runs through your grounds rises in Ludlow.

Is the adjective clause a restrictive clause? If it is restrictive, then *the particular* brook that runs through your grounds rises in Ludlow. If it is not restrictive, the sen-

tence means that the brook rises, and an additional fact about it is that it runs through your grounds. It is obviously that particular brook in your grounds. Therefore the modifier is a restrictive modifier and no commas are needed.

Test number two. Restrictive modifier. Is it closely related or loosely related? The easiest way to answer this question is to find the verb and then ask the question *who* or *what*. Something rises in Ludlow. *What* rises in Ludlow? Is it just the brook, any brook, or is it *the brook which runs through your grounds*? If the relationship between the main clause and the modifier is so close that the modifying phrase or clause is necessary to keep the meaning of the sentence as it was, then it is restrictive. If the modifier is necessary to the sentence, do not use commas around it, because the commas mean "This is a parenthetical expression that may be left out."

Such a closely related expression is restrictive whether it be a prepositional phrase, a participial phrase, or an adjective clause.

The brook through your grounds rises in Ludlow.

The brook running through your grounds rises in Ludlow.

The brook which runs through your grounds rises in Ludlow.

Test number one. Nonrestrictive modifier. Let us examine another sentence in the same way.

His left hand, which had been badly mutilated during the war, was always in his pocket.

Is the modifier restrictive or nonrestrictive? Does it mean that that particular left hand which was wounded in the war is always in his pocket? This would be obviously absurd. He has only one left hand. It means rather that his left hand is always in his pocket and the *additional idea* that it was badly mutilated during the war. Since the

modifier thus gives an additional idea, it is nonrestrictive and must be set off by commas.

Test number two. Nonrestrictive modifier. Is it closely related or loosely related? The verb predicates that *something* is always in his pocket. Is it his particular left hand that was mutilated during the war or is it just his left hand? Obviously "His left hand is always in his pocket" makes complete sense, and, what is more to the point, the *same* sense as does the sentence with the modifier. The clause, "which was badly mutilated during the war," is unnecessary, because the man has no other left hand. Since it is an additional or parenthetical clause, it should be set off by commas, the commas meaning "This clause is not necessary to the meaning of the sentence."

Such an adjective modifier as this may be a prepositional phrase, a participial phrase, or an adjective clause.¹

His left hand, in a bad condition from a wound received during the war, was always in his pocket.

His left hand, badly mutilated during the war, was always in his pocket.

His left hand, which was badly mutilated during the war, was always in his pocket.

Occasionally an adjective with its modifiers, forming a sort of adjective phrase, may be used as a nonrestrictive modifier just the same as the participial phrases above.

The old sailor, red from his long exposure to the sun, seemed to be blushing at her remarks.

EXERCISE 2. Tell (1) whether each of the italicized expressions is a prepositional phrase, participial phrase, ad-

¹ Some writers and editors always use the pronoun *that* to introduce a restrictive adjective clause that they are not going to set off by commas. Such clauses in the text of this book are so written. Pupils would save themselves much confusion by following this method in their own writing.

jective with modifiers, or adjective clause; and (2) whether it is restrictive or nonrestrictive and why you think so. Use the tests in the summary above.

1. The board *on your lap* is made of pine.
2. The two boys *riding by on the tricycle* are the sons of Professor Runyan.
3. The light *which you fixed* is again out of order.
4. The President, *without power in local questions*, was unable to intervene.
5. The pony, *trotting slowly along the honeysuckle-scented road*, would finally draw up in front of Miss Kate's; and the professor would descend absent-mindedly from the cart and come up the path, *whistling meditatively*.
6. He gave her for her birthday present a volume of Keats's poems, *which the publisher had sent him*.
7. "What can I do for you?" said Rodin, *drawing his chair ingratiatingly nearer to Adrienne, who had involuntarily shrunk away from him*.
8. Man's reason, *which is the thing that most distinguishes him from the beasts*, should be man's ultimate guide.
9. I think it is the little street *running along the brow of Montmartre* that you are looking for.
10. The man *who talks loudest* often knows that he has to, because he has so little to say.

The absolute construction. The *absolute construction* is a noun modified by a present or past participial phrase and not connected with any other part of the sentence. Since it is thus so very loosely connected with the rest of the sentence, it is always set off by commas. This construction is usually clumsy and should not be used often.

The guide having arrived, we set out at once.

Our lessons being done, we could join in the frolic.

The adverbial modifier may be nonrestrictive. The adverbial modifier, like the adjective modifier, may be

either restrictive or nonrestrictive. The difference between these two kinds of adverbial modifiers is the same as that between adjective modifiers: the restrictive modifier is closely connected with the rest of the sentence; the nonrestrictive is a sort of parenthetical or additional idea that is loosely connected. The punctuation is the same as that for the adjective modifiers. Sometimes the "that particular" test may be used.

We cannot go until he leaves. (means)

We cannot go until (*that particular time when*) he leaves.

The adverbial clause is therefore restrictive and takes no commas.

The women talked and talked about cooking and clothes, until finally I became disgusted and left. (means)

The women talked and talked about cooking and clothes, *and* I became disgusted and left.

The *until* clause, being an additional idea, is a nonrestrictive modifier and is set off from the rest of the sentence by commas.

Summary. The restrictive modifier (no commas) is closely connected with the rest of the sentence; the nonrestrictive modifier (set off by commas) is a parenthetical or additional idea loosely connected with the rest of the sentence. This is the fundamental distinction that the student must keep in mind. At first he may find the distinction difficult, but practice will make the punctuation of most sentences reasonably easy. When he has developed the ability to insert all commas that are necessary for clearness, he may rest his soul in the conviction that whether the others are put in or left out is not a matter of first importance.

The following general statements, though not always true, may sometimes be helpful.

Clauses likely to be restrictive (no commas): (1) Clauses of time, especially when introduced by *before*, *after*, *while*, *when*, *whenever*, *since*, and *as*.

Mary came in *before* we left.
You may go *whenever* you wish.
You may go *as soon as* you wish.

(2) Clauses of manner with *as if*, *as though*.

He looked *as if* he were ill.
He spoke *as though* he meant it.

(3) Clauses of condition with *if*, *unless*.

I will sell two cars this week *if* you will.

Clauses likely to be nonrestrictive (use commas).
(1) Clauses of concession with *though*, *although*; and other clauses introduced by conjunctions meaning *but*.

He insisted upon our putting the trunk in the closet, although he knew it could not be done.

Allison had had a stroke of good luck and made a lot of money, whereas (*meaning* but) Vincent had remained in comparative poverty.

(2) Clauses showing cause, especially when introduced by *for*, *as*, *since*. Those introduced by *because* are often restrictive.

You needn't ask me to do it, for I have already told you that I can't.

Why don't you take the desk and bed and piano, since you insist upon robbing them of all they have?

Remember that *all* adverbial clauses that come before the main verb are set off by commas regardless of whether they are restrictive or nonrestrictive.

EXERCISE 3. Tell whether the italicized modifiers are prepositional phrases, participial phrases, or subordinate clauses; whether each is used adjectivally or adverbially; and whether each is restrictive or nonrestrictive. Explain all the commas.

1. The rattler always gives warning *before he strikes*.
2. With patience we shall master this problem, *although it is the most difficult one we have had*.
3. Replacing all the trinkets except the emerald lavalliere, he held that lovingly in his hand, *turning it about now and then to catch the light*.
4. He stood in an irresolute attitude for a few moments, *as if he did not know how to employ himself*.
5. So he ran like the wind, *with the old gentleman and the two boys roaring and shouting behind him*.
6. Away they fly, *splashing through the mud and rattling along the pavements*.
7. We shall probably be there *when you cut the cake*.
8. He could not offer to do the problem for her, *for he did not know how to do it himself*.
9. You will be given the hundred-dollar reward *when you come out, whoever you may be*.
10. He may sell the horse *if he wishes*, but he cannot get another *trained by Umbolt*.

EXERCISE 4. The dependent element in each of the following sentences might conceivably be either restrictive or nonrestrictive, might be set off by commas or not; *but the commas change the meaning of the sentences*. Can you tell what each sentence means both when the modifier is set off by commas and when it is not?

1. The plumber who had gone home for his pipe wrench was the only one who escaped.
2. We planted the sixteen maples just as you told us to.
3. The American city which is said to be the most corrupt in the world is growing the most rapidly.

4. He who cannot as yet control himself shall not control me.
5. The German who ponders deeply upon what he reads reaches a sounder conclusion.
6. The real estate man having the largest income will have to pay the whole bill.
7. Our policeman who rides an Indian motorcycle has broken his leg.
8. Doctor, please don't think of crossing the lake to-night unless you really have a very important case.
9. On the third line after "Subject" place the word "Literature."
10. I shall join the class in letter writing which begins in January.

EXERCISE 5. In the sentences below point out the prepositional phrases, participial phrases, and subordinate clauses; tell whether each is used as an adjective or an adverb, and whether each is restrictive or nonrestrictive. Give reasons for the punctuation or lack of it.

1. The man from Sanza's, seeing that we were determined that he should not interfere, finally dropped in at the tavern, where he forgot his disappointment by going fast asleep.
2. The reader next checks the table of contents by pages, verifying the wording of chapter titles and supplying the page numbers.
3. Each kind of wool has its characteristic appearance when examined under the microscope.
4. He spent one of the most wakeful nights of his life, sometimes dreading, sometimes hoping for the news that the morrow would surely give him.
5. The American army was constantly engaged in desperate fighting in the Meuse-Argonne section, overcoming inch by inch the stubborn resistance of the German army.
6. Odin falls a victim to the monster Fenris, who is in turn slain by one of Odin's sons.
7. Speech, written or spoken, is a dead language until it finds a willing and prepared hearer.

8. Noah was commanded to build an ark so that he might save the children of men.

9. The young lady, making an effort to recover her cheerfulness, strove to play some livelier tune.

10. Mr. Orange was looking thoughtfully at the splinted limb, his big head tilted forward.

EXERCISE 6. After reviewing in the statement of required knowledge at the beginning of this unit the reasons for the use of the comma, punctuate the following sentences and give a reason for each comma. Remember that the non-restrictive element is a parenthetical or additional idea and is set off by commas. The restrictive modifier is not punctuated.

1. As they crossed the little ridge that hid Sandy Bar from view some thought they could see Tennessee's Partner his work done sitting upon the grave his face buried in his red bandana handkerchief.

2. The explosion of disapproval which nothing but Silver's black looks had restrained broke out immediately the doctor had left the house.

3. When Pygmalion reached home he found his statue as he had left her standing in silence and gazing down upon him.

4. When I was a child Ecrasia I too was an artist like your sculptor friends there striving to create perfection in things outside myself.

5. To the north of Missouri lay Iowa where the tall grass on the prairies waved like the sea and the forests were filled with the blossoms of dogwood and wild rose.

6. Distilled water is always used in the storage battery since it contains no minerals which might injure the cells.

7. The condemned man sitting in the court wondered what these artists' sketches of him looked like as any other idle spectator in the room might have wondered.

8. The lofty Alps rising in the path of the prevailing west winds cause Switzerland to be one of the wettest countries on the continent.

9. The weather on the day that we went to High Knob was not clear enough to enable us to see over into North Carolina and Tennessee.

10. A man who is good enough to shed his blood for his country is certainly good enough to be given a square deal afterward.

11. Marry Ann and at the end of a week you will find no more inspiration in her than in a plate of muffins.

12. It is absurd to suppose if this is God's world that millions of mothers must forever bear millions of sons to slaughter each other on the field of battle.

13. I turned and went out quickly for I did not want that youth to know that I could hardly see.

14. Chapaco kept close to the calf so that he had the advantage for his horse was well trained.

15. When a year had gone by the Alcalde told Satelo that all inquiries having failed he could now take the piebald and the silver trappings for himself.

16. As we move farther from the sun leaving Mars and the other minor planets we come to the major planets of which the nearest to the sun is Jupiter the giant.

17. Oliver whose days had been spent among squalid crowds and in the midst of noise and brawling seemed to enter upon a new existence here.

18. "But is it not possible" I suggested "that although the letter may be in possession of the minister as it unquestionably is he may have concealed it elsewhere than upon his own premises?"

19. The vein at Virginia City is irregular in richness some parts containing much gold and silver while elsewhere it is quite barren.

20. The idea that the younger generation is worse than the one which preceded it is as old as recorded history.

EXERCISE 7. Give the reason for each mark of punctuation on a page of some English book you are using in class. If the pupils in the class have enough copies of a science book, or even of a history, compare the kinds of

sentences and the amount of punctuation in the books treating the two subjects.

EXERCISE 8. Write ten sentences in which the odd numbers include adjective clauses used restrictively and the even numbers include adjective clauses used nonrestrictively.

EXERCISE 9. Write ten sentences in which the odd numbers include participial phrases used restrictively and the even numbers include participial phrases used nonrestrictively.

EXERCISE 10. Write ten sentences including adverbial clauses, the odd numbers used restrictively; the even numbers, nonrestrictively.

EXERCISE 11. Can you write sentences including prepositional phrases used nonrestrictively? The absolute construction used nonrestrictively? The adjective with its modifiers used nonrestrictively?

EXERCISE 12. Write a theme upon any subject satisfactory to the teacher. Punctuate it with extreme care. Have your theme corrected in class for punctuation only, and by at least three students.

Additional remarks on punctuation. 1. Do not use a comma unless you are reasonably sure you ought. A common error is to punctuate restrictive phrases and clauses as though they were nonrestrictive.

2. The comma is sometimes used to represent omitted words.

3. The comma is used in addresses to separate the name of the city from the name of the state.

He was born in Tampa, Florida.

4. The comma is used in dates to separate the day of the month from the year.

He was born on June 23, 1915.

5. The dash is used to represent a break in thought more decidedly parenthetical or more abrupt than is suggested by the comma. The secondary-school student may well be wary in his use of it.

When we met them they were driving their—George, what is the name of that new car they have?

The second reason why you should have an Airedale—and this is the most important reason for you—is that an Airedale will be your boy's most faithful companion.

You should not go out to-night, Bob—unless her health really depends upon your seeing her.

You are absolutely right. Ever since I have known him he has been good—for nothing.

6. Parentheses may be used to inclose expressions felt to be more strongly parenthetical than pairs of dashes would indicate.

If Mr. Wilson is successful (and we think he will be), we shall be able to appoint you to the office.

PROBLEM 92

CASE OF PRONOUNS IN INTERROGATIVE AND SUBORDINATE CONSTRUCTIONS

Problem: *To learn to use the correct case form of the pronoun in interrogative and subordinate constructions.*

Review: Problems 65 and 66, The Case of Pronouns; Problem H, Substantive Clause; Problem 38, Adjective Clause.

The case of pronouns. In our study of the case of pronouns in Problems 65 and 66, we learned that the nominative and objective case forms of pronouns were used in the constructions outlined on the next page.

NOMINATIVE CASE

subject of verb
predicate nominative

OBJECTIVE CASE

direct or indirect object of verb or verbal:
infinitive, gerund, or participle
object of preposition
subject of infinitive

EXERCISE 1. Choose the correct forms from the parentheses and give the reason for each choice.

1. Mr. Ozark gave Sally and (I, me) a nice ride to-night.
2. If it (was, were) (I, me) who did that, I (should, would) be punished for it.
3. They invited Aunt Molly and (he, him) to their home on Lake Tehac.
4. Just between you and (I, me) they never deeded that property to Mr. Saltus and (she, her).
5. Jim and (I, me) are going to play against Shorty and (he, him).
6. They thought that (we, us) girls didn't know anything about handling a catboat.
7. The last time I saw him, he wasn't as tall as (she, her).
8. Don't you think you ought to give it to (we, us) girls for a souvenir?
9. It seems to be (they, them), but I am not sure.
10. Why don't you do your own problems? You are just as bright as (she, her).

In the interrogative sentence. The case of the pronoun in the interrogative sentence is governed by exactly the same rules that you have studied. The pronoun, however, is often so far separated from the verb or preposition that governs its case that a person careless with his grammar fails to notice the construction. The diagram is a helpful method of analyzing such a sentence.

Whom shall I take with me? (object of *take*)

I	shall take	whom
	with me	

Who do you suppose that was? (predicate nominative after *was*)

		that	was \ who
You	do suppose		

In the subordinate clause. Remember that an adjective clause modifies a noun or a pronoun; an adverbial clause modifies a verb, an adjective, or another adverb; a substantive clause is used like a noun, as subject, predicate nominative, object of a verb, object of a preposition. (Problem H.) An infinitive with a subject (always in the objective case) may be looked upon as a substantive clause.

The cases of the pronouns in these subordinate clauses are governed by the same rules that you have already studied. There is nothing new to learn. But remember that the case of every pronoun is determined by its use *in its own clause*, not by some word in the principal clause.

A good method to follow at first until the structure of such complex sentences is immediately apparent is the following: (1) Find the main verb in the sentence, then that verb's subject. What the subordinate clause is and how it is used will usually then be apparent. If its use is not apparent, try substituting a single word to take its place, a noun for a substantive clause, an adjective for the adjective clause, an adverb for an adverbial clause. (After you have acquired skill in finding the subordinate clause containing the pronoun, you may omit determining the construction of the subordinate clause—since it has only indirect value in determining the case of the pronoun—unless the teacher thinks you should have the practice in analysis.) (2) After

you have found the subordinate clause, get the verb of this clause, then its subject. Whether the pronoun is subject, predicate nominative, object of a verb, or object of a preposition will then probably be obvious. Let us try this method with a few sentences.

Whoever wishes may go with us.

Main verb, *may go*. Who may go? *Whoever wishes*. Then the substantive clause, *whoever wishes*, is the subject. In the subordinate clause, *wishes* is the verb. Who wishes? *Whoever* wishes. Then *whoever* is the subject and is in the nominative case.

Whomever you ask may go with us.

Main verb, *may go*. Who may go? *Whomever you ask*. Then the substantive clause, *whomever you ask*, is subject of the sentence. In the subordinate clause, *ask* is the verb. Who asks? *You* ask. Then *you* is subject of *ask*. You ask whom or what? You ask *whomever*. Then *whomever* is object of the verb and therefore takes the objective case form.

EXERCISE 2. Find the subordinate clauses in the following sentences and tell how each one is used. Give the reason for the case of each pronoun italicized.

1. The man *whom* we saw was most certainly an Oriental.
2. I cannot tell you *who* is going.
3. We hope that *he* will succeed.
4. It is your party. Ask *whom* you wish.
5. She is just as good as *he*.
6. The lieutenant commanded George and *me* to lead the way.
7. This scholarship is for *whoever* makes the highest grade through the last two years of his course.
8. The teacher suspected that *he* had done it.

9. Give this to *whoever* is in the office.
10. Give this to *whomever* you find in the office.

EXERCISE 3. Explain the case of each pronoun in the following sentences. Give the construction of each subordinate clause.

1. Whom to invite is what now puzzles me.
2. The young man with whom you went is from Madison.
3. Who do you think that was?
4. Whom do you think I saw?
5. Who does he think would work for that money?
6. Your mother doesn't seem to like the girl whom you took to the dance.
7. Why do you snub Mary and him that way? You are no better than they.
8. Mrs. Gunsaulus wants us girls to run the canteen this week.
9. We all wanted to know whom she had asked.
10. They asked us who would be there.
11. I don't know with whom she went.
12. We thought it must be he.
13. Could you imagine it to be him?
14. How could you think he was she?
15. How could you believe him to be her?
16. The president will be whomever we elect, silly.
17. Whomever he calls has to answer immediately.
18. Can you believe that I am worse than she?
19. Do you suppose it was I to whom she spoke like that?
20. For whom is this?

EXERCISE 4. Choose the correct forms from the parentheses and give the reason for each choice.

1. Would you want to ask (whoever, whomever) you find there to take you over to Santa Fe?
2. Give (whoever, whomever) reports this morning an extra day's pay.
3. (Who, Whom) does this go to?

4. (Who, Whom) do you think I saw at Scanlon's?
5. You would never think it was (he, him), would you?
6. But, Mother, it wasn't (I, me) (who, whom) she wanted.
7. I don't care (who, whom) your letter is from.
8. Do you think that (we, us) boys ought to pay him for it?
9. I never said that I was better than (she, her).
10. What do we know about (who, whom) did it?
11. Sam and (I, me) got three dozen bullheads last night.
12. He threw a five-dollar gold piece in the water between (she, her) and (he, him) and let them dive for it. (Who, Whom) do you suppose got it?
13. Uncle Al brought John and (I, me) a Chincoteague pony.
14. Will you tell Fred and (he, him) to come in?
15. (Who, Whom) did he say she was?
16. (Whoever, Whomever) is guilty ought to confess at once.
17. Her husband will be (whoever, whomever) she can rope in first.
18. He will marry (whoever, whomever) will have him.
19. I wish you (was, were) (he, him).
20. He would have preferred (she, her) to (he, him).

EXERCISE 5. Correct all errors in the following sentences and give the reason for each correction. Give the reasons for the cases of all pronouns already used correctly.

1. Lizzie and me will send whoever we see first. We ain't going to look for nobody special.
2. Whom do you think I am? Who do you think that is for, anyways?
3. After you and me get through, we will give it to whom-ever wants it.
4. After Alice and he, came Ruth and Saul.
5. I could never see no sense in him going around with whoever he could pick up.
6. I thought it was him, but it wasn't. It was her all the time.
7. To whomever gets here first I will give this box of candy.

8. Whom did you say it might be?
9. Ask Horace and he whether they can stay for dinner.
10. Mr. Solden told John and I a lot about the war last night.
11. I wonder who he means. You don't suppose he means us, do you?
12. He was less able to do it than me.
13. Let John and I do it. They know less about it than us.
14. Who ever heard of them doing anything wrong?
15. Ask whoever you please. I don't care.
16. Well, I guess I know who I want and who I don't want, don't I?
17. The contest is open to whomever wants to enter it.
18. Each one of them boys has their own bank account.
19. It must have been us who you saw.
20. Everybody except Mrs. Guenther and she were guilty of gossiping.

EXERCISE 6. Each member of the class may make a list of errors he hears in the use of the pronoun, bring it to class, and have the other members correct the errors.

EXERCISE 7. Continue exercises similar to 3, 4, and 5 until you have mastered the use of the pronoun in interrogative and subordinate constructions. The latter is one of the most difficult phases of English grammar; mistakes in speech involving the construction are very common.

PROBLEM 93

SPELLING

Problem: *To learn to spell with 95 per cent accuracy the words through Group 52V.*

Review: Problems 9, 26, 44, 56, 67, 76, 86.

The words in Groups 49 to 52V are more difficult than those that you have studied before. The average tenth-grade student can probably spell 90 out of 100 words without

previous study. The average twelfth-grade student can barely make 95 per cent. Therefore, if you are either below the twelfth grade or below the average in spelling, you will probably have to study rather carefully for this test. Have some one give the words to you, preferably in sentences—though you will save time by writing them one after another as they are in the book. Notice the ones that you miss and *study these*. After they are mastered, have the list given to you again and proceed as before until you can spell the words in the list with 95 per cent accuracy.

Your teacher will have you master the words in Groups 53-75 whenever she sees fit.

EXERCISE 1. Write original sentences including the words *to, two, too; their, there; lose, loose; all ready, already; altogether, all together; here, hear; its, it's; o'clock*.

EXERCISE 2. Write ten illustrations of the rule about final unaccented *e* before a suffix beginning with a vowel. Include present and past participles of verbs, and comparative and superlative degrees of adjectives.

EXERCISE 3. State the rule about monosyllables and polysyllables accented on the last syllable and write ten illustrations using present and past participles of verbs and the comparative and superlative degrees of adjectives.

PROBLEM 94

DICTIONARY

Problem: *To learn to look up a phrase in the dictionary, to find its exact meaning, and its standing in English usage.*

Review: Problems 10, 27, 57, 68, 77, 87.

EXERCISE 1. *Review.* For each of the following words, give the correct pronunciation (accent, syllabication, con-

sonant and vowel sounds), part of speech, derivation, and meaning.

cinquefoil	exquisite
sympathy	interesting
subcutaneous	hyperbole
circumnavigate	nausea
antediluvian	anecdote
antidote	

EXERCISE 2. *Review.* When one of the following words is singular, give the plural; when plural, give the singular.

alley	beef	alumnus	a
caddy	chief	bacilli	6
trolley	elf	bacteria	dice
mosquito	wharf	crises	spoonful
piano	calf	data	trout

EXERCISE 3. *Review.* When one of the following words is masculine, give the feminine; when feminine, give the masculine.

witch	heroine	buck
lad	goose	heifer
patron	emperor	mermaid
lion	duck	god
hostess	colt	beau

EXERCISE 4. *Review.* Give the pronunciation and meaning of each of the following words.

<i>Nouns</i>	<i>Adjectives</i>	<i>Verbs</i>
minute	minute	
anger		anger
desert		desert
import		import
	absent	absent
object		object
subject		subject
perfume		perfume

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EXERCISE 5. *Review.* Give the comparison of each of the following adjectives and adverbs.

good	loyal
well	sincerely
nice	red
hard	badly
fortunately	sternly

EXERCISE 6. *Review.* Which of the following words should be capitalized? Which made into one word? Which hyphenated? Which are still foreign words?

ear drum	purée
youthful ingenue	love sick
phoebus apollo	messiah
meer schaum	pan american
protégé	right handed
son in law	to night

EXERCISE 7. *Review.* Define the nouns and give synonyms for the other parts of speech.

thane	embarrass
dream	equable
eternal	memoir
menial	polite
polish	tomato

Doubtful phrases. Do you think the italicized expressions in the following sentences are correct? Are there any of them whose meanings are not clear?

While you are at the store, I'll *pick up the room*.

You forgot to *wash your eyes out* this morning.

He *made no bones* about asking us, did he?

I think Joe will *make good*.

Public opinion has long insisted that the *common carrier* is subject to different laws.

They *fought shy* of meeting our team.

George wanted to raise all government money by the *single tax*.

We can never *get* (*shed, shet, shut*) of that fellow.

We are going for an automobile trip after the crops are *laid by*.

Take a hold of this table and help me move it.

The whole plan was *knocked into a cocked hat*.

I move we *lay the question on the table* until our next regular meeting.

He was an *enfant terrible*.

Did you ship many berries this year? Yes, *right smart*.

In our language there are many such expressions as these. Some of them are good colloquial English or even good literary English, while others are slang, dialect, or localisms. In a good unabridged dictionary the meaning and the standing in the language of any of these expressions may be found listed either along with one of the definitions of the important word in the phrase (usually the verb if the phrase contains one) or in a list after the definition. If the phrase is not given under any of the important words, the assumption, not by any means always true, may be that the expression is very recent, uncommon, or incorrect.

How to locate such phrases. In the following sentence, is *set her cap* good English?

I think Ileana has *set her cap* for Ned.

When we look up the verb *set*, we find a long list of these special phrases following the definitions. Searching for our little phrase in all this list seems like looking for a needle in a haystack. But it isn't so bad as that. This list of phrases is arranged alphabetically according to the next word after *set* in any phrase. At last we find the object of our search under *set one's cap for*, and learn that it is a colloquial expression meaning to *lay one's plans to marry a person*.

EXERCISE 8. Look up each of the phrases given above, give its meaning, and tell whether it is good English.

PROBLEM 95

REVIEWS AND TESTS

Problem: *To make sure of the knowledge of the principles studied in this book and of the ability to use them in speech and writing.*

Review: Statement of required knowledge at the beginning of this unit and any problems that you then find you may need to review.

You have now about finished this course. Although you have not studied all there is to know about correct English, if you can write and speak according to the principles set forth in the statement of required knowledge at the beginning of this unit, you will avoid most of the errors common to high-school students in the United States. Unless you are a genius at making your own peculiar variety of mistakes, you need fear no failures due to incorrect English. You are in a position to write and speak much better than the average American; better than the average graduate of an American high school; better, perhaps, than many college graduates.

But do you still remember the principles that you have studied? Do you at all times apply them to your speech and writing? This last review should enable you to find out what you do not yet know and what errors you still make. These you should master at the earliest possible moment. The following suggestions may help you:

1. Be reasonably careful while you write, whether for the English teacher or some other teacher; read over what you have written, preferably aloud; let nothing go by that you even suspect to be wrong.

2. Develop the habit of watching your speech from one corner of your mental eye. Keep this up until your speech no longer needs watching.

3. Run a little game with one or two of your friends or members of your family to kill off your worst speech enemies one at a time.

4. Remember always that, if your English has once been poor, it will probably never approach perfection until you want it to very badly, badly enough to work at it carefully over a long period of time. Correct speech is a habit, and a new habit is not acquired without a great deal of conscious practice.

EXERCISE 1. *Review of Knowledge.* Answer the following questions, giving illustrations when requested.

1. Give at least six of the seven uses of the capital that you have studied. Illustrate the proper adjective; the title (subject) including articles, prepositions, or conjunctions; *north, east, south, west*, used as names of sections of the country.

2. Give the rule in the book or make up a rule to cover the use of the comma with each of the constructions listed below. Give an original sentence for each.

a. Series

b. Introductory expressions

yes, no, truly, well, now

participial phrases, prepositional phrases, adverbial clauses

c. Parenthetical expressions

nouns of address, nouns in apposition

however, too, moreover, indeed

participial and prepositional phrases

in fact, for example

clauses like *it is said, it is evident, they imagined*

non-restrictive modifiers, whether phrases or clauses

d. Compound sentences

e. Direct quotations

f. Clarification of meaning

3. Give three uses of the semicolon and illustrate each one.

4. Give rules for the possessive case, and spell the possessive of each of the following words:

Remsen	Mills	Daniel
boy	Vera	Lois
ladies	Lewis	Jesus
Ross	Gompers	Samuel
church	Ralph	Moses
Charles	Socrates	Jones

5. Give the rule for the apostrophe in contractions; with the gerund.

6. Give six direct quotations, one to illustrate each of the forms on page 334.

EXERCISE 2. Write out to hand in or be ready to put upon the blackboard, as your teacher may prefer, all but the body of a theme; of a familiar letter; of a letter to a motion-picture star; of a letter to your pastor or principal.

EXERCISE 3. Give the reason for each capital and mark of punctuation in the following theme. Rewrite from dictation.

Similarities Among the Arts

Music, painting, dancing, sculpture, poetry have been common mediums through which the artist has given us his ideas and feelings. A masterpiece in any field has always seemed to me an outlet for pent-up emotions, the result of the artist's desire to give out something from within which was overpowering. Regardless of the medium of expression, however, all arts are fundamentally related; they have characteristics which are similar.

Let us take, for example, the scherzo movement of Mendelssohn's incidental music to Shakespeare's *A Midsummer Night's Dream*. The first bars transport us into fairy land. We see the elves and fairies lightly tripping through flowers, that

are gently swaying back and forth in the breeze. This charming picture can be compared to a scene by the great French master, Corot. There is in each that same grace of feeling, a fairy-like quality; in each the same gentle breeze; in each, a beautiful soft rhythm and harmony.

Another example of this similarity exactly opposite in mood to the one above may be found in Carl Sandburg's poetry in general and Ravel's "Bolero." In each there is a steady beating rhythm, a suggestion of the primitive, a monotonous repetition, all creating a suspense that never flags.

These are but two examples from many that might be given of similarities among the arts, for they are all alike except that each artist has an aptitude for the use of his own instrument, whether that be language, chisel, brush, or the musical note.

EXERCISE 4. Rewrite the following letter, making the necessary rearrangements and corrections. Be ready to give the reason for each change. Watch especially for errors in spelling and in tense of verbs.

Summit, N. J. Dec. 14 1932 Dear Sydney; We have to write a letter to some real person about the book we read this month for our book report. You are are elected the goat. I read "Rough road, by W. J. Locke," and found it about as interesting as I usually find books. This story is written in the year of 1914 when the world war broke out and everyone was enlisting in the Army. The main character Marmaduke Trever who did not enlist receives a letter with a white fether in it. This signified that he was a coward, and a slacker. His fiancee found out about this and was suprised at hereing it. She immediateley sends him a letter in which she tells him to join the army. As soon as he becomes a member of his regiment. He was made second lieutenant through a pull. He soon had to give up his position however since he wasn't capable of holding a hugh position in the army as he had no previous military training. He then becomes disgusted about this and loses confidence that he is good for nothing.

Marmaduke Trever then sends to Peggy his fiancée a letter stating that he is not worthy of her and that she should do whatever she wanted and go with whom she pleased, he is through with her.

If this summary interests you you might try the book, it is no worse than other war stories. Yours cordially Ben

EXERCISE 5. Rewrite the following theme, making any corrections which you think necessary. Give the reason for each.

Early Memories of Europe

I came to this country from Alsace. When I was nine years old. My father was a german and did not like belonging to the french nation.

The little town in which we lived was very old old, it was built mostly before America was even discovered. There are not many houses in the United States built before 1776 but, Wissembourg the town that I came from looked about the same then as it does today.

The streets are narrow and crooked but very clean. The houses are much prettier than most of those in America, there are no apartments and there are no long straight rows of houses all just alike. In America rich men pay fifty thousand dollars for houses like the old chateaus in Wissembourg.

The people dress very differently over there than we do I think there clothes are more interesting than ours. Here every one of us—especially the men—dress alike, there you see many kinds of clothers. Although some people dress just as we do over hear. the country people still wear costumes like their forefathers wore hundreds of years ago. The men wear tight-fitting black suits something like a full-dress suit or a bull-fighter. The women wear full skirts usually of dark colors and white bodices in which they look very pretty. We have some pictures at home of my mother and her girl friends in these pretty dresses.

In America people dance mostly in gymnasiums and dance halls. In Alsace especially on holidays they dance anywheres

they happen to get together—often on the streets or little squares. In these gatherings the old people have just as good a time as the young. While in America old people don't dance much.

Our principal Mr. Standish and doctor Zanziger are both from Alsace. Being very well known in their professions I mention them as examples of the kind of men that comes from Alsace.

EXERCISE 6. Correct the following sentences, giving special attention to capitalization and punctuation. Watch for other errors, too. Give the reason for each correction.

1. As a matter of fact he is the oldest man in Letcher county.
2. He was furious because John did not get the wiring for the chicken run. When he had not even mentioned him getting it.
3. "Pete Mason, said Mrs. Stoll, is the very man I want."
4. New Yorks sky line is a marvel to anybody with a spark of imagination.
5. He, who lives his life without poetry and without music, is in danger of beri-beri of the soul.
6. I observed that when he finally understood geometrical problems became easy to him.
7. The meeting will be postponed the notice said until next week.
8. Holding the clock solemnly in her left hand she began to wind it.
9. I should like to say for the benefit of those who are interested in the art exhibit in case there are any among my readers that there will be two prizes offered for each class of pictures.
10. Rushing over to the other side of the boat the Statue of Liberty was seen majestically holding aloft the torch of freedom.
11. Each of them had their hats on at a different angle.
12. Marie left the door open and the flies got into the house and they got in the cake dough that Aunt Ellen was making

and she was awfully angry and told Marie that she could pack her trunk up and go home.

13. In the Fall I shall take History, Science, Spanish, and English.

14. Ice is when water has frozen which happens at 32 degrees Fahrenheit.

15. We have asked captain McGrath to give a talk for us on wednesday about interesting french customs.

16. Slowly sinking over the western hills we saw the sun like a great ball of fire.

17. Since I absolutely have no suggestion of an inspiration for a poem I shall have to content myself with mere prose.

18. The clock just struck twelve but I am sure that it is not so late as that.

19. "Mary please come here said Miss Gorbeau. You may be excused John," she added.

20. The sort of people who are always trying to see how much they can get rather than how much they can give have no taste of genuine happiness.

21. I have always liked those lines from Lovelace:

Stone walls do not a prison make,
Nor iron bars a cage;
Minds innocent and quiet take
that for an heritage:
if I have freedom in my love,
And in my soul am free,
angels alone, that soar above,
enjoy such liberty.

22. Sunlight kills the eggs of the moth, therefore it is wise to hang wollen clothing in the sun every month or so.

23. When the manufacturing industry first started in this country the large cotton mills were built in the north because it was there that capital and skilled labor were found, but when the cost of transporting cotton from the south to the northern mills increased it became more profitable to locate the mill in the South near the supply of raw material and educate a supply of skilled labor in the southern factory.

24. Well we saw doctor Anderson again as we came by. He was still flustered and red in the face, he seemed very angry about something.

25. Fliers have had much better luck going East over the Atlantic ocean than coming West.

26. The eagle flew the kite sailed the boat skimmed the water and Sally had fish for supper.

27. I liked LeGallienne's "Brooklyn bridge at Dawn better than any of the other poems.

28. We know for example that light travels many times faster than sound which goes only twelve miles a minute.

29. The boat, which they have secured for the trip, is only twenty-seven feet long but they can get another which is fifty feet long for ten dollars extra.

30. We shall have a low stone wall probably six inches high between our back yards and the park and thus we shall have a great stretch of flowers and greenery from our door steps all the way to the river.

EXERCISE 7. Choose between the forms in the parentheses and give the reason for each choice. Analyze or diagram the sentences if so requested by the teacher.

1. He who (doesn't, don't) believe in the Constitution should attempt (to, too) amend it through regular channels.

2. George is (more honest, honest) than (she, her).

3. There were (forty-five, fortyfive, forty five) dollars in the (pocketbook, pocket book, pocket-book) which I lost at the (post-office, postoffice, post office).

4. (Charle's, Charles', Charles's) (over coat, over-coat, overcoat) is (to, too, two) small for him (all ready, already, allready).

5. Any one of us who (have, has) been there (is, are) able to guide you to the exact spot.

6. Either they or I (are, is, am) going to stay home.

7. Then we (say, says, said) that he (wasn't, wan't) going to be able to (lie, lay) on that hard board all night without getting sore.

8. I (couldn't, could) see only four ships.
9. This river has (flowed, flown) by this same old tree for hundreds of (years, year's, years').
10. We couldn't find (them, those) cattle (anywhere, nowhere).
11. The explanation which I gave was different (than, from) that.
12. Tell (whoever, whomever) you find at the desk to call my home at four o'clock.
13. She (sang, sung) the (to, too, two) selections better than we had ever heard her sing them before.
14. (Its, It's) only a little (way, ways) farther.
15. One should not (lose, loose) (his, one's) head over a little success.
16. Why (don't, doesn't) those gypsies keep (off, off of) our farm?
17. We want (whoever, whomever) makes first place to spend the (Summer, summer) at (Star Island, Star island, star Island).
18. His mother did not like (him, his) being an actor.
19. He is doing (fine, well) out (west, West).
20. I (should, would) probably fail if I (was, were) trying that.

EXERCISE 8. Choose the correct forms from the parentheses and give the reason for each choice.

1. Joan (doesn't play, plays) out doors hardly at all.
2. You may not like the man but you (can, can't) but admire his courage.
3. He couldn't find (any, no) professor to (learn, teach) him how to get along with his wife.
4. The man (who, whom) you laughed at has (brought, brung) great honor to the city.
5. (Who, Whom) shall I say is here?
6. Johnny has (bursted, burst) his toy balloon.
7. Mr. Simpson along with all his family (has, have) just (drove, driven) up to the front door.

8. (Don't, Doesn't) she look (sweet, sweetly) in her new dress?

9. Everybody (has, have) already (ate, eaten) (his, their) dinner.

10. (Who, Whom) is this for? It (sure, surely) does look (neat, neatly).

11. I have finished my work and (gone, went) home.

12. (Whoever, Whomever) you are going with ought to know about it by now.

13. (Whoever, Whomever) you are going to take ought to know it by now.

14. (Whoever, Whomever) is going with you ought to know it by now.

15. It couldn't have been (she, her) (who, whom) we saw.

16. Mrs. Stetson wouldn't (let, leave) Laura and (I, me) go to Richmond with her.

17. She looked very (plain, plainly) in her wedding gown.

18. If I (were, was) (he, him), I don't believe I (would, should) do that.

19. When he (lay, laid) down on the couch, he was breathing (real, very) (rapid, rapidly).

20. One of us always (go, goes) home on the bus.

EXERCISE 9. Correct any of the following sentences that need correcting and give the reason for each change that you make. Watch the apostrophe.

1. There wasn't many of them boards left.

2. Larson and me was most starved when we got off of the train.

3. As soon as we sees that he was with Blousy we give him up.

4. As soon as I got up near to her I saw she hadn't washed her face off before she left the dressing room.

5. Roger had allready lain his mothers' fears at rest by writing her that he was some better.

6. One shouldn't leave their books on top of their locker I don't think.

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7. Since I came home from the hospital I really feel pretty good.

8. I think its awful that we can't find nobody to take Charle's books home for him.

9. Neither of them are going to ask both Alice and she to go in their car.

10. She rose up from her chair and laid down on the couch.

11. Mother doesn't seem to understand why us girls don't like to stay home.

12. Although I am most well, I can't hardly do a full days' work yet.

13. We should like to have Blanche and he receive a good education.

14. I think Guy acted the part more better than Maurice did. Perhaps that was because he has the best voice.

15. This is to introduce aunt Laura who I hope you will like as well as I do.

16. She is not as tanned as him but she looks fine.

17. Mother thinks you asking Lucile and I to stay at your cottage was awfully kind of you.

18. She couldn't find no mistakes in my paper.

19. That cake is a grand improvement Rachel. It tastes very nicely.

20. Everybody must see that they have their own hooks and lines.

EXERCISE 10. Write an original composition on a subject satisfactory to the teacher. Try to make every sentence express your ideas exactly and correctly.

EXERCISE 11. Let each member of the class tell a joke or a story involving conversation. Others watch for errors and call the speaker's attention to them at the end of the recitation. Materials for further class drills as well as for the individual list of errors may thus be secured.

EFFECTIVE COMPOSITION

NOTE TO THE TEACHER

This text has dealt with correct English. But correct English is not enough. Language must be effective.

The brief suggestions that follow are offered for the assistance of those teachers who believe that instructions aimed at effective English should reach the high-school student, not from the printed page, from which they think the pupil gains little, but through a lively class discussion guided by the teacher. They may also be of some assistance to others who are temporarily unable to secure a more elaborate composition text.

When the author has thought it likely that some of the students in any class would already possess the knowledge to be organized, he has put the guiding idea in question form. When he was doubtful of the pupils' possessing the desired knowledge, he has stated the necessary principles as clearly and concisely as possible.

THE MOST COMMON LANGUAGE ACTIVITIES

An influential American educator says that one of the leading purposes of education is to teach pupils to do better what they are going to do anyway. Which of the activities listed below are the students of our American high schools going to carry on *most frequently*? Arrange these activities in four groups according to the frequency with which you think people engage in them.

I. Speech Activities

1. Carrying on conversation with one's friends and acquaintances
2. Relating incidents or anecdotes whether from life, books, or movies
3. Telling jokes
4. Telling long stories taking five minutes to half an hour
5. Carrying on telephone conversations
6. Making explanations, giving directions and instructions
7. Asking for a job

8. Selling goods
9. Meeting or introducing persons
10. Taking part in discussions in club, church, committee, or public gathering
11. Giving carefully prepared talks before rather large groups of people
12. Participating before audiences in formal debates with three or four on a side
13. Reading aloud to other persons

II. Writing Activities

1. Writing to one's friends and acquaintances
2. Writing orders for goods
3. Writing letters of application
4. Writing for other information or favors
5. Writing diaries or other notes for future reference
6. Writing invitations and replies
7. Writing the minutes of meetings
8. Writing telegrams
9. Carrying on correspondence for business concerns
10. Writing reports to be read at clubs, committees, conferences

Language activities that high-school pupils should study. Which of the foregoing activities would you omit from a high-school course because it is so simple and easy to do that one does not need to study it or practice it in school?

Which of the foregoing activities do people carry on so seldom that their consideration by a high-school class would be a waste of time?

Are there any activities listed above in which people seldom engage, but which high-school pupils should study and practice carefully? Tell what they are and why you believe they should be studied in school.

CONVERSATION

Effective speech is speech that gets a person what he wants, whether it be in conversation, in asking for a job, or in making a public address.

Your teacher from time to time will organize the class for discussion of some of the questions below or will organize smaller conversational groups to encourage "the lost art of conversation."

What is conversation? Compare conversation with chatter, patter, monologue, discussion, argument. Which do you hear most of in the halls? In the classrooms?

What goes into ordinary conversation as carried on by fairly well-educated persons? Which of the following would you consider good material? Which fair? Which poor?

Anecdotes from one's experience, from movies, from books; jokes, scandal, indecent stories, news of the day, politics, religion, books read, travel, housekeeping, events about school, personal gossip.

Make a list of subjects that you have talked to your friends about in the last two days. How many were good? Fair? Poor?

Make a list of subjects that this class might talk about. Put twenty or thirty of them on the board.

Can you tell what makes a good subject for conversation?

Could this class as a whole carry on a conversation? How could it be better organized for purposes of conversation?

How long should a group talk about one subject? How can it get from one subject to another? What does one need to be careful about when he attempts to change the subject?

Characteristics of good conversation. What are some of the characteristics of a good conversation? Divide the following characteristics of conversation and conversationalists into three groups according to whether you consider them good, fair, or poor: gayety, vivacity, flattery, loudness, seriousness, variety, enthusiasm, silence, personal disagreeableness, respect for opinions of others, courtesy, humor, a satirical attitude towards those present.

What other characteristics of a good conversation can you think of? What are the qualities that make a good conver-

sationalist? What are the qualities that make a poor conversationalist?

What can be said about the facial expression of one engaged in conversation? What should it show? What should it not show?

How about slang in conversation?

Some persons so pronounce or so enunciate their words that the hearer knows immediately that although they may have been exposed to education, they didn't take it. What are some of the characteristics of speech that every high-school pupil should rid himself of?

What is the best thing to do with the "hard guy" so common in high schools who thinks he can "squelch" those with whom he is talking by a loud mouth and a tough manner?

In what ways may one show courtesy for another in a conversation? In what ways may one show discourtesy?

What indications of discourtesy in conversation do you find about the halls and in the classrooms?

How much time should one person take up in a conversation? Are there ever any exceptions to the general rule?

What impression is made by the person who seldom or never speaks except to say "yes," "no," or "I don't know"?

Can you tell the class about any person you know who crowds others out of the conversation by loud talk, a domineering manner, or a know-it-all attitude?

What can you say about being a good listener? What are the advantages of being a good listener in conversation? What the disadvantages?

Is the conversation of high-school pupils rather good, on the whole? What are its excellencies? What its defects?

Do the conversations at dinner table at home come up to your ideals for good table talk? Do you do your share?

Discuss the saying "Conversation is a lost art."

When natural subjects for class or group discussion have been exhausted, make up imaginary situations in which

agreeable conversation would be demanded. These may be suggestive: At the shore alone you meet a classmate whom you haven't seen for five years. You make a visit to the hospital to see a boy injured in an accident. A girl meets a boy who she knows is interested in out-board motors. School has just closed and you meet a little-known classmate at a department-store counter. Four friends happen in at your home, and, because they find nothing else to do, are thrown back on conversation.

Discuss the following characteristics of a good conversation. Which are on the junior high-school level? Which should be attempted only in senior high school? How much improvement should senior pupils show in those aspects attempted on both levels? Which should be definitely mastered in the junior schools? Look this list over occasionally as a criticism sheet for your own conversation and that carried on in class.

1. Choice of subjects interesting to those present
2. Change of subject when one grows dull
3. Brightness, vivacity, aliveness
4. Courtesy towards others, an interest in their ideas, a tolerance for their opinions combined with respect for oneself and one's own opinion
5. Avoidance of poor English such as grammatical errors, slovenly enunciation, disagreeable voice
6. Sharing the talk roughly in proportion to each one's knowledge and ability as a conversationalist

ANECDOTES

When one person tells another what happened or what was done, whether in truth or in imagination, he tells a story. When the story is relatively short, it is called an anecdote. This section deals with anecdotes, whether they be incidents from history and biography, simple events in your life or in the lives of people you know, things heard, things read about, or things seen in the movies, or just the ordinary joke.

Much of all conversation is composed of such anecdotes. Consequently all that you have decided about good conversation applies to telling stories and anecdotes. But there are a few additional things to think about concerning the art of telling a story well.

You have heard some persons tell boring jokes or anecdotes from their previous experience; you have heard other persons who could keep a group interested every minute. What makes a person a bore as a story-teller? What makes a person a success? Put both lists on the board.

Could everybody be as successful a story-teller as the best one you ever heard? Can every high-school pupil become a better story-teller than he is now?

How much do health, vitality, physical vigor have to do with it?

Are you a bit disgusted with a person's egotism who just takes it for granted that you shall like to hear him tell his story, or does his self-confidence add to his ability as a story-teller?

What value has an anecdote in a conversation or speech or letter? When is it appropriate? When is it *not* appropriate?

What about the person whom you hear tell the same old story every time you see him?

The art of telling a story. Should one come rather quickly to the point of the story or amble along pleasantly at some length to increase the interest of his hearers?

Where is the climax of a good joke or other anecdote—near the beginning, in the middle, three-quarters of the way through, or at the end? What explanation of the joke should follow the climax? See the anecdotes on pages 215 and 220.

Let each member of the class describe the manner of the best story-teller he has ever heard. Were these story-tellers vivacious, droll, solemn, enthusiastic, full of life, eager to tell their tale, modest, retiring? What adjectives would best

fit them? Can you draw any conclusions as to the manner best suited to **you**?

What are some of the differences between a good anecdote well spoken and a good anecdote well written? Which is likely to use fewer words. Which is likely to be a bit more formal?

What are the requirements in writing an anecdote which one need not have in mind in telling the same story orally? How about paragraphing a conversation? What is the correct punctuation for conversation? How does one use capitals in a conversation? See pages 214-215.

Characteristics of a good story. Which of the following characteristics of a good story should junior high-school pupils master? Which might better be attempted in senior high school? Look over the list occasionally as a basis for criticizing your own anecdotes and those told by other members of the class.

1. An anecdote should fit naturally into what is being said or written, not be dragged in "by the heels."
2. The raconteur should adopt the manner natural to himself rather than attempt to imitate someone else.
3. Most good story-tellers keep safely away from being over-modest or boisterously hogging the center of the stage.
4. The climax of a good anecdote usually comes in the last sentence, frequently in the last word. No explanations should be necessary after that; none should be given.
5. The English (language, pronunciation, enunciation, grammar) should be at least good enough not to detract from the listener's interest in the story.
6. In writing a personal experience or other anecdote, the paper, ink, heading, title, margin, paragraph indentations, spelling, punctuation, grammar, and sentence structure should meet the requirements of the school or other situation for which it is written.

USING THE TELEPHONE

What is the right way to call a number over the telephone? Put some numbers on the board and try them. How should

the person on the other end of the wire answer? (See the directions in the front of the telephone book if in doubt.)

Discuss saying "Who is this?" when the person on the other end of the wire answers your call.

How far from the receiver should the mouth be? How loud should one speak? How fast?

Discuss the courtesies of the telephone. What discourtesies have you heard over the telephone? Discuss the courtesies of the party line.

Listen to someone talking over the telephone. In what ways does he make himself absurd? What is he doing that you might well imitate? What are the characteristics of a good telephone conversation?

Practice various situations in calling and answering the telephone: between two friends, between home and grocer, between a buyer and a head salesman in two different companies. Will the procedure be the same when a company has a telephone operator of its own?

If your community has a dial system, learn to operate it as a part of this lesson.

EXPLANATIONS, DIRECTIONS, INSTRUCTIONS

Explanations, whether in writing or in speech, should be exact, definite, unmistakably clear. An explanation is clear, not when it can be understood, but when it cannot be misunderstood.

Usually the reason a high-school pupil's explanations and directions are not clear is that he does not *say what he means*. He doesn't bother. Less frequently it is because he himself does not understand what he is trying to make somebody else understand. Ordinarily he should postpone discussing such topics until he does understand them.

The need for explanations. How much of a day's conversation does one spend in explaining, that is, telling somebody *how* or *why*? Consider the teacher, the high-school

pupil, two neighbors, a clerk in a store, a salesman. Is there any subject on which you have more knowledge than your classmates that you could explain to them? That is a good subject for a talk or theme.

What opportunities for explanation are found in other classes? In history? In science? In mathematics?

What other situations can you think of in everyday life that demand explanations, directions, instructions—either in speech or in writing? Whenever called upon to make an explanation for the class, think it through carefully in advance; then *say what you mean*.

Discuss the value of specific instances, illustrations, anecdotes in making things clear to other people. The use of concrete examples is a very helpful device and one very hard to get high-school pupils to use. Practice using it until it is natural to you.

Discuss the value of bringing to class objects that will make the talk more clear or interesting; for example, old dresses to show how women dressed in 1900, or a cross-section of a tire to show how an automobile tire is put together.

Discuss the value of drawings and graphs to aid in clear writing and clear speech.

The definition. A definition is one of the shortest types of explanation. In defining a verb, an adjective, or an adverb, you may use a synonym with modifiers. In defining a noun it is usually better to give the general class and then the differentiating characteristics. "Ink is a fluid (general class) used for writing (differentiating characteristic)." Or more simply one may say, "Ink is a writing fluid." One does not properly define *summer heat* by saying, "Summer heat is *when* the temperature reaches seventy-six degrees." See pages 417-418.

Usually a difficult explanation, such as is likely to be involved in explaining a scientific process, has a key idea, some-

times three or four of them. If the reader or listener does not understand these, he cannot understand the rest of the explanation. What makes a rubber cup stick on an automobile window, an airplane stay up in the air, a syphon pull water over a hill? Until the reader has been made to understand atmospheric pressure, nature's abhorrence of a vacuum, he cannot be made to understand any of these phenomena. See the outline on pages 486-487.

Choosing subjects of no great length or difficulty, let each member of the class give orally some explanation, some set of directions, or some set of instructions.

Things to avoid in making explanations. Did the pupil spoil the effectiveness of what he had to say by any of the following?

1. Failure to make his ideas clearly understood
2. A slouchy, ineffectual, or uninterested manner
3. A dull, monotonous tone of voice
4. Looking at the desk or out the window instead of at his listeners
5. Failure to make everybody hear his words
6. Vulgar enunciation, pronunciation, diction
7. Bad grammar
8. Too many "and's," "why's," "er's," "uh's," etc.

After the explanation has been given orally, it may be written. Check for form, correctness, and paragraphing. See pages 425-428 and 500.

FIRST AIDS TO STRAIGHT THINKING

When faced with the necessity of presenting a rather complicated set of ideas, whether in giving a talk or writing a paper, many persons find it difficult to organize them well, to arrange them in their proper order. The following suggestions will help.

1. Know exactly what it is you want to accomplish with your paper or talk. Write this purpose down on paper in a sentence. Keep it in mind all the while. It will unify your

talk or paper and go a long way towards making it clear and coherent.

2. Jot down all the ideas you have or can get on the subject, preferably each on a separate slip of note paper. If this seems like too much trouble, write them all higglety pigglety on sheets of theme paper.

3.-4. The next two things are (3) to get all of your related ideas together and (4) determine the main ideas you wish to develop. Sometimes it will work the other way: (4) you will readily see what the main ideas are and (3) arrange the others around them. Whichever way your mind works on a given production, you will need to remember that ideas come in families; certain ideas naturally belong together because they are related to each other. These ideas should not be separated. Furthermore ideas within a family frequently, though not always, belong in a certain order and have certain relationships determined by your purpose. Finally, some ideas are the main or parent ideas, while the others are dependent or subordinate ideas.

If you have used separate slips of note paper, shuffle them into piles, each pile representing a family of closely related ideas. If you have a number of notes on a larger sheet, determine upon your families, and number or letter each idea according to the family to which it belongs.

5. Make an outline. It will probably have from two to four main headings corresponding to the piles of notes or numbered families which you have just been advised to make. Under each main heading will come the ideas related to it. Going back to your purpose, see how each of these ideas helps in realizing it. If an idea doesn't help, throw it out. Then see if one order will help carry out your purpose better than another. The shades of relationship between the ideas will become clear according to the nature of the subject and efficiency of your mind.

6. Think through your outline and see if your line of

thought goes straight to the accomplishment of its purpose. If it isn't clear at all points, if it back-tracks, if it isn't convincing, keep working at it till it satisfies you. An outline gives you a bird's-eye view of your paper or talk, which will better enable you to criticize its organization or arrangement so that you may see that you have thought straight before you begin to write or talk.

Outlining. The following are sample outlines. Notice how each simplifies the thought.

Why I Read Novels

(Rather easy. Topical form.)

- I. For enjoyment:
 - A. Of the story
 - B. Of the characters
 - C. Of the atmosphere or feeling
- II. For knowledge:
 - A. Of history
 - 1. Chivalry—Scott
 - 2. French court—Dumas
 - 3. Ancient times—Ebers
 - B. Of human nature
 - 1. Man dominated by desire for wealth—White's *A Certain Rich Man*
 - 2. Ideals of a young missionary—Ralph Connor's *Black Rock*
 - 3. Struggle between beauty and business in a young man's life—Tarkington's *Turmoil*

Why Ice Cream Freezes

(Rather difficult. Key ideas necessary. Sentence form.)

- I. Desired result—to get heat out of ice cream custard until its temperature reaches 32°.
- II. Things necessary to know.
 - A. Salt water freezes at lower temperature than fresh water.
 - B. Putting salt on ice will therefore melt it at certain temperatures.

- C. When ice melts, heat is absorbed and must come from somewhere.
 - D. Heat does not readily come through wood.
 - E. Heat does readily come through metal.
- III. Consequent steps in freezing ice cream.
- A. Put custard into a metal container through which heat can travel.
 - B. Put container into wooden bucket through which heat cannot travel.
 - C. Surround container with ice cracked fine enough to enable salt to reach many surfaces.
 - D. Put on salt to decrease freezing point, to melt the ice.
 - E. If ice melts, it must have heat.
 - F. Heat cannot come from outer air through wooden walls of the bucket.
 - G. Heat therefore comes from custard through metal container.
- IV. When temperature of custard reaches about 32° , the custard freezes.

Select a subject for a rather difficult explanation; discuss it thoroughly in class, bringing out every important aspect of it; let each member of the class take notes, preferably each note on a separate slip of paper; then discover the main ideas and proceed to make the outline. The teacher walking about the room and observing the work of each pupil will help a boy or girl who may have got started wrong to straighten out his thought. Suggested subjects: "Why Polar Explorations"; "Why study (any school subject)?"

DISCUSSION AND ARGUMENT

What is the difference between a conversation and a discussion? Which is the more specific word? Which is likely to be more serious?

What characteristics desirable in conversation are less appropriate in discussion?

If the group of people engaged in discussion has a chair-

man, how should one proceed in order to get permission to speak?

If one is to be effective in presenting his ideas to a group of people, how should he stand? Where should he look? How loudly should he speak? How distinctly?

Discuss the effect of the kind of enunciation and pronunciation that stamps one as an ignorant, uneducated person: "Mudder," "dat guy," "gimme," "nutten" (nothing). What are some of the vulgar pronunciations in your locality?

If a discussion is carried on among a group of people in order to decide upon the wisest thing to do, what attitude of mind should each participant preserve?

Discuss the man who would rather see the decision made the way he wants it than to see it made right. What about high-school and college debaters?

Which are you called upon to do most often, judge the arguments of others or make arguments yourself? Which, on the whole, is it more important that you be able to do? In answering the question consider the discussion you find in schools, in clubs, in church, in politics, in the newspapers, in magazines.

Fundamentals of sound argument. Although discussions are less formal than set debates, one who would engage in them effectively must sense the fundamentals of sound argument. Discussions that wander away from sound principles of reasoning are maundering, and are likely to be vicious in their results.

In order to reach a wise conclusion about any topic under discussion, you must do two things: (1) know the important points to be decided, and (2) know when each point has been satisfactorily settled. More formally, you must (1) know the issues to be proved, and (2) know when sufficient valid evidence has been presented to prove or disprove each issue.

Here are some main points for the family to discuss when considering buying a house. Failure to give any one of them

consideration might lead to subsequent disappointment and dissatisfaction. These, therefore, are the main issues for the discussion of the proposed purchase.

Shall We Buy the Ross Place?

- I. Does the house with its facilities meet our needs?
- II. Are the grounds what we want?
- III. Is the neighborhood satisfactory?
- IV. How about educational facilities for the children?
- V. Is the price right?
- VI. What is likely to be the resale value?

Both rogues and fools succeed in pulling the wool over people's eyes by talking glowingly of points in their own favor while saying nothing about issues which would be decided against them. Listen to a person trying to get you to do something, whether it be to buy a car or a refrigerator, to vote for a certain man or measure, to believe in a religious, political, or economic theory, to join a club, or to play hooky from school. What issue are they keeping quiet about because the argument would go against them at that point?

When high-school pupils discuss questions, how well do they discover and stick to the few big points upon which the decision rests?

After you are sure of the main points to be considered, the main issues to be proved, the next step is to be sure they are satisfactorily proved.¹ Remember such old bits of wisdom as "The devil can quote scripture for his purposes"; "Figures can't lie, but liars will figure"; and keep a weather eye out for fallacious arguments.

Your own arguments will stand the same searching criticism. The excellence one demands in the argument of another

¹ Various types of proof and fallacy may be reserved for college courses in logic. The human intellect has learned to judge the validity of evidence without studying Jevons and Aristotle, and continues to do so without benefit of such instruction. Practice is probably much more important than theory.

one should be zealous to attain in his own thinking and expression.

Select the subject that is now being discussed most hotly in your school or community, and see if you can discover the main issues upon which the decision should rest. Are any important points being overlooked by those discussing the problem?

Discuss this same question in class, each pupil offering some definite opinion prepared in advance and presented at an appropriate time in the discussion.

Keep your critical faculties awake for fallacious arguments, for evidence which doesn't prove what it was meant to prove.

If the question is complex, your teacher may wish you to follow the same process of taking notes and making an outline suggested under "First Aids to Straight Thinking," pages 484 to 487. If you make an outline or brief of the argument, exchange with another pupil and discuss your choices of main issues and the validity of your proofs.

What subjects can you think of that are commonly discussed or argued about in class, about school, in homes, in clubs, committees, churches, state or national politics, international relations? These are all satisfactory subjects for discussion or argument.

Characteristics of good discussion. Which of the following characteristics of good discussion should a junior high-school pupil master? Which, because they are too difficult, should be left for those in the senior high school?

1. Being courteous towards others
2. Speaking only when recognized by the chairman
3. Standing easily on one's feet without slouching
4. Looking at those to whom one is speaking
5. Making the group hear what one has to say
6. Avoiding dull monotony of tone
7. Speaking with reasonable grammatical accuracy
8. Avoiding "anda's," "whya's," "er's," and "uh's"

9. Avoiding the vulgar enunciation and pronunciation of the uneducated person
10. Making the group understand one's thought
11. Holding the attention of the group
12. Desiring to have the matter settled the right way even when that is not "my way"
13. Discovering the important aspects of the subject to be discussed, the main issues, and sticking to them throughout the discussion
14. Judging the validity of the evidence, the soundness of the argument
15. Making a long talk or writing a long paper based on a carefully prepared outline.

THE FRIENDLY LETTER ¹

When is a friendly letter a *good* letter? When is it a success? When a failure? Would the same letter be interesting to each of those to whom you occasionally write?

What makes a letter interesting? What makes a letter a bore? Get all the suggestions you can from the class and put them on the board. Which can you adopt to make your letters more interesting? Which abandon because you have been a bit of a bore yourself?

Assuming that A and B, two pupils in your class, can each write excellent letters, how nearly alike need their styles be? How about the style of A when he writes to his pal as compared to his style when he writes to the principal of the school? What are likely to be the striking differences? Why?

Discuss the appropriateness and value of humor, originality, drawings, anecdotes, slang, in friendly letters. What are some of the trite sayings frequently found in personal letters?

What about apologies for not having written sooner?

Discuss the desirability of expressed or implied compliments, expressions of admiration or regard, flattery?

The content of the friendly letter. Certain news would be interesting to one person, a bore to another. Discuss to

¹ For correct form of personal letter, see page 17.

whom and under what circumstances the following types of news might or might not be acceptable: news about oneself, one's ambitions, activities; news about the school, athletic events, clubs, social activities; news about mutual acquaintances; news of sickness, of failure; criticism of others.

When the class has written letters, pass all letters around till each has been read by at least five pupils. Have the four or five best ones read aloud to the class.

Bring a letter to class, written and addressed to some one out of town, stamped, but not sealed. After rating it, the teacher will seal and mail it.

The American high-school student usually prefers a breezy, slangy, rather loud and unreserved style in the letters which he receives. He has little appreciation for the qualities of reserve, understatement, charm of expression, artistry. Select a dozen interesting letters written by high-school pupils, have them read aloud to the class, and discuss how far one may go in the one direction without becoming cheap; and how far in the other without becoming uninteresting.

What are some occasions under which personal letters might be written between members of the family, between intimate friends, between acquaintances? Where might each correspondent be? What might he be doing?

Characteristics of a friendly letter. Which of the following characteristics of a good letter should junior high-school pupils master? Which, because of their difficulty, should be reserved for study and practice by those in the senior high school?

1. Correct in form
2. Interesting to the receiver
3. Not a discredit to the writer
4. Without serious errors in spelling, punctuation, grammar, sentence structure, paragraphing
5. Appropriate to the occasion
6. Expressing the personality of the writer
7. Never cheap or vulgar

THE BUSINESS LETTER ¹

There is no hard and fast line between the personal letter and the business letter. Which, for instance, is the letter on page 21? The farther over towards pure business one goes in a letter, the less familiar he becomes, the less he uses such qualities as humor, slang, banter, personalities.

What differences in style would you expect to find in the following types of business letters: an order for goods, a complaint about the receipt of the wrong or unsatisfactory goods, a letter of application, letters asking for information or favors?

What are some situations in which high-school pupils have to write business letters? Consider the managers of a school play, an athletic team, club secretaries, etc.

Discuss what information interesting to the members of the class or valuable to your community is available free from the federal government, from the state governments, from the city government, from private foundations, associations, and societies. After each member of the class has written a letter to one of these sources of information, have the letters read in class and criticize them for the appropriateness of attitude and language.

When should a self-addressed and stamped envelop be enclosed? When is it not necessary?

The letter of application. A letter of application may sometimes secure the writer a position; more often it merely secures him an interview. Usually there are more applicants for a position than a busy employer can see personally; he eliminates many applicants by looking over their letters or having his secretary do so. He interviews only those whose letters have made good impressions. Consequently it is important that a letter talk *for* you, not *against* you.

What besides the items of information which you give will

¹ For proper form of the business letter, see page 21.

talk either for you or against you? Consider form, paper, ink, handwriting, general appearance; spelling, punctuation, grammar, sentence structure; good sense of writer as indicated by what he says and how he says it, by his egotism, his modesty.

What an employer wants to know about a prospective employee differs according to the work he wants the employee to do. Which of the following would you put in, which would you leave out of an application for a position which you might reasonably expect to hold within the next five years? If you lack any definite ideas about a position you might hold, use one of these: secretary, salesman, truck driver, play-ground assistant, farm hand, automobile mechanic, life saver, college freshman.

Name and address	General education
Age	Specific training
Sex	Experience
Personal appearance	Special skill or ability
Religion	References
Political party	Request for interview
Telephone number	

Imagine yourself an employer wanting some one to fill the position you have in mind. You have fifteen letters of application. You have told your secretary that you will interview from three to six applicants if she finds that many promising letters. The omission of which of the above might very likely cause your secretary to decide not to select the writer for an interview?

Characteristics of business letters. Business letters may be judged for the following characteristics:

1. Correctness of form
2. Correctness of English
3. Clearness and brevity maintained
4. Appropriateness to the situation of language and attitude of writer
5. Suitability of content and style to getting what the writer wants

**SPECIFIC SUGGESTIONS FOR WRITING
SCHOOL THEMES****GET A GOOD SUBJECT**

A subject that you know about. You know what has happened to you; what you have done; about pets, people, activities around the house and in the family; your own hobbies—the things you do when at leisure; the things you plan to do when you are through school; places you have seen or know about; activities and problems in your club, church, school, in your town, state, nation. You know about ideas from literature and other school subjects—especially fresh original ideas, which pupils often think are not worth expressing because the ideas are their own.

One that interests you. Probably no day goes by in which at least one or two interesting things do not happen to you. You laugh at something. If it seemed funny to you, it may seem funny to your reader or listener when you tell about it. You had an argument with some one, got quite heated about it. Perhaps some of us can be made to become equally interested. You became indignant over something, sorry for some one, disgusted with something. Can you make us share your feeling? You have seen or thought something clever, exciting, beautiful, ugly. Tell us about it. You heard of or read of some ideas that you thought were important; or better yet, you thought some important thoughts of your own. What you think is important is likely to prove interesting to others. The old advice to the public speaker is sound: He who would interest others must first be interested himself. It applies also to the writer.

One that will interest the reader. What does not interest the writer is not likely to interest the reader. Or, wording the idea positively, what interests one person is likely to interest another of the same age and background. Consequently the above suggestions about selecting subjects in

which you yourself are interested are good also for selecting subjects which will be interesting to the reader. In general, things are interesting which seem strange, mysterious, amusing, exciting, moving, important, human, true, well done, beautiful. Can you write a theme which has in it any of these characteristics?

It is well when possible in writing a theme or letter to write to a particular person, or at least to have some particular person in mind.

ORGANIZE YOUR SUBJECT WELL

Some of the most common weaknesses in the organization of pupils' themes are (1) lack of unity (2) lack of coherence (3) lack of proportion.

Unity. A theme possesses unity when it is all about one thing, when every sentence in it helps carry out the writer's purpose.

The written compositions and carefully prepared oral themes of high-school students usually possess a satisfactory degree of unity. Perhaps the most common reason for their lack of unity is an attempt to use up a required number of words in a written theme when the writer has already finished what he has to say. This is like putting a third sleeve on a dress because one has some cloth left over. The way to avoid such an error is to plan the theme in the first place so that it will contain the required number of words. When you have not done this, rewrite your theme entirely, or leave it as it is and take your medicine. A properly made dress, even though it be too small, is a more sensible product than one with three sleeves.

Coherence is more difficult—both of definition and of execution. If a writer or speaker thinks straight, his composition has coherence. If he doesn't think straight, his composition does not have coherence. A theme has coherence when it is written in proper order. If it is not arranged in

proper order, it lacks coherence and is likely to confuse the reader.

In narration. The principle of coherence can be more easily seen in narration than elsewhere. The most natural (though not always the most effective) order for telling a story is the time order. We tell what happened before the fight, we describe the fight, we tell what happened after the fight. This order seems natural. That is the way the human mind works. It would seem wrong first to describe the fight then to tell what happened after it and then to go back to what happened before it. That would not be the right order. It would not be straight thinking—which is the same thing as coherent thinking.

In description. Coherence in description is almost as easy to comprehend as it is in narration. If I start to describe a man, I must have a satisfactory order in my description. I may begin at the bottom and go up, or I may begin at the top and go down. I may describe his feet, his legs, his body and arms, his head, and then close with a general impression; or I may start with the general impression, then picture anything interesting about his head, his body, his legs, and his feet. Or I may simply describe two or three outstanding characteristics. But I must have *some* good order. If I describe his gold teeth, his dirty finger nails, his old shoes, the scar on his jaw, and then the mysterious signet ring on his finger, I have not kept a good order; I have not thought straight; my theme lacks coherence.

In exposition and argument. When we explain anything or argue about anything, we say that the thought must be logical, that it must be in a good logical order. This is another way of saying that it must be coherent. If we think straight, we shall write straight, and our work will be coherent. See pages 482-490.

Proportion. A theme is well proportioned when the most important ideas in it get the most space, while the ideas of

lesser importance get less space. The most common failure on the part of the high-school pupil to write a well proportioned theme is the long introduction. Often a pupil will write an introduction which is as long as the theme itself. This is usually due to the fact that he has not thought all the way through his theme before he starts to write.

Summary. We may say then that a theme is well organized when it possesses unity, coherence, and proportion: when there is nothing in it which does not belong there, when it is arranged in an orderly, logical way, when the amount of space given to the separate parts is proportional to the importance of those parts. To secure good organization in case you have difficulty in doing so, try the following: (1) Write only on subjects in which you are interested and about which you know something. If there is nothing in which you are interested, you have no business in school; you belong in a cemetery. (2) Think through—all the way through—what you are going to say before you begin to write. This is good advice. Heed it. (3) For long or difficult themes, always make an outline on paper and test it for unity, coherence, and proportion before you begin to write. This is a good plan for short themes, too, if you have difficulty in organizing.

WRITE ON YOUR SUBJECT EFFECTIVELY

Accuracy. One of the elements of effective writing is accuracy. Gross inaccuracy may detract from the effectiveness of writing even with readers who themselves are inaccurate; but certainly it serves to defeat entirely the purpose of the writer with readers who are meticulous in their use of English. This book is intended to help you to be accurate in spelling, capitalization, punctuation, grammar, and sentence structure.

Vocabulary. Much of the difference in the effectiveness of two writers may be due to their use of words. To increase

the *size* of your vocabulary look up each day the exact meaning of two or three words which interest you and use them in your speech and writing. To learn to use vivid, colorful, striking words, bring to class a sentence which is very effective because of the use of some striking word, put the sentence on the board leaving a blank in place of the excellent word, have the class suggest a few words to place in the blank, and discuss the excellence of those suggested in comparison with the original. Two friends equally ambitious to write well may keep this game up indefinitely by copying all of a good sentence except the striking word and giving it to the other to complete.

Effective sentences. Sentences which are correct and contain words elsewhere effective may yet become dull and uninteresting. This may be because they are all alike in structure. To remedy this defect, count the forms (especially the beginnings) of your sentences in about a thousand words of your writing and see which of the constructions you overdo, and which ones you never use or use too infrequently. Try this once or twice a year.

How much variety do you use in beginning your sentences? Do you often begin with (1) prepositional phrase, (2) present participial phrase, (3) past participial phrase, (4) adverbial clause, (5) subject with adjective or prepositional phrase as modifier followed by verb with adverb or prepositional phrase as modifier, (6) subject with clause as modifier and verb with clause as modifier, (7) part of predicate before the subject for emphasis?

How much variety do you have in the *length* of your sentences? Count those under ten words, between eleven and twenty, over twenty.

How much variety do you have in the use of such subordinate constructions as infinitives, participles, gerunds, adjective clauses, adverbial clauses?

If you find that you lack variety in constructions used, in

the way you begin your sentences, or in the length of your sentences, try to get rid of this form of dullness.

The paragraph. The importance of paragraphing has probably been over-emphasized in high-school texts. Nevertheless we should practically always start a new paragraph with every change of subject or, in conversation, with every change of speaker. In writing a story we often start a new paragraph with a change of time or place in the story. Finally we should remember that people in this second quarter of the twentieth century would rather read a page which has been broken into paragraphs than one which has not.

We may say that a paragraph should be all about a single subject—it should possess unity; and the ideas which compose it should be so well thought out that they flow easily from one to the other—they should be well arranged, well ordered, coherent.

Individual style. Will accurate writing, a good vocabulary, a good variety in sentence structure, a good organization in paragraph and theme—will all these together make a good writer? They will help, surely; they may be all that most people will ever need; but they will not make a good writer. The works of a good writer possess such qualities as frankness, force, ease, grace, charm, elegance, kindness, sympathy, humor, satire, insight, wisdom, brilliance. But these are really not so much qualities of writing as qualities of mind, character, personality. Nobody knows how much can be done to develop such qualities of mind. There is good authority for the contention that one may do much by reading over and over again the works of authors whom one may admire, and deliberately trying to imitate them. Read what Franklin and Stevenson have to say about this. Certainly if one would be wise or kind or interesting, one should read books and associate with people that have the qualities which he wishes to develop.

APPENDIX A

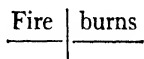
DIAGRAMING

Problem: *To learn how to diagram sentences.*

At your teacher's suggestion and under his direction, you may study the following diagrams while you study the grammar in the front of the book.

Simple subject and simple predicate

Fire burns.

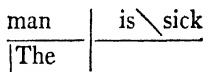
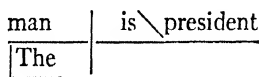


The subject and predicate are placed on the same horizontal line. A vertical line separates them. This vertical line cuts through the horizontal line and is as long below it as it is above it.

Predicate nominative and predicate adjective

The man is president.

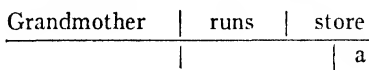
The man is sick.



The line that indicates that *president* is predicate nominative and *sick* is a predicate adjective points back towards the subject and thus suggests that each of these words refers to the subject. This slanting line does not cut through the horizontal line. Notice that the predicate nominative and the predicate adjective are diagramed in the same way.

Object of the verb

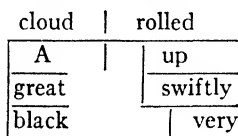
Grandmother runs a store.



Compare the vertical line between the verb and its object *store* with the slanting line between subject and predicate nominative. Notice that neither runs below the horizontal line.

Adjective and adverb

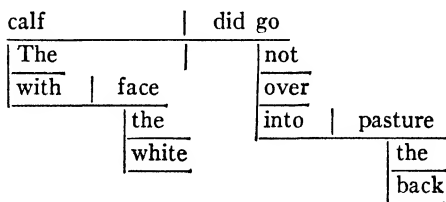
A great black cloud rolled up very swiftly.



A, *great* and *black* modify the noun *cloud*. Notice how they are diagramed. *Up* and *swiftly* modify *rolled*. Notice how they are diagramed. But *very* is an adverb that modifies, not the verb *rolled*, but the adverb *swiftly*. Notice the different method of diagraming. A modifying word or phrase is placed on a line that starts under the exact word modified.

Prepositional phrases

The calf with the white face did not go over into the back pasture.

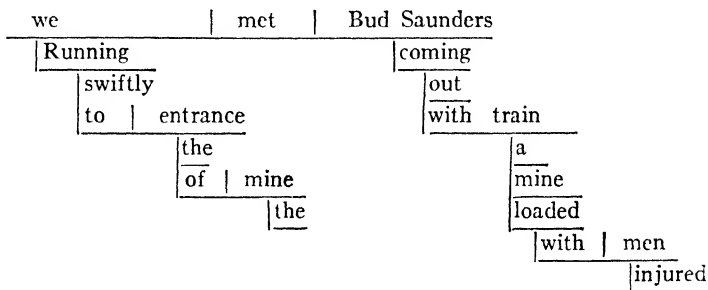


The diagram indicates that the first prepositional phrase modifies the noun *calf*, while the second one modifies the verb *did go*. Which is an adjective phrase? Why? Notice that the

line between a preposition and its object is the same kind as the one between a verb and its object. The word *not* is always a negative adverb.

The participial phrase

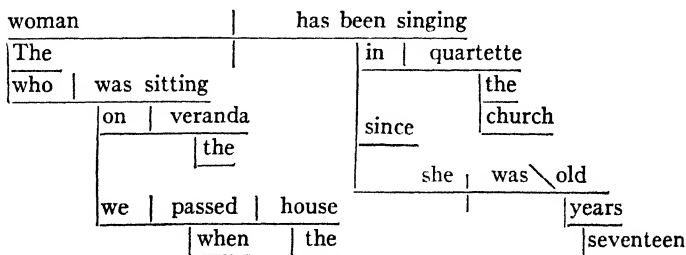
Running swiftly to the entrance of the mine, we met Bud Saunders coming out with train loaded with injured men.



Since participles are used as adjectives, they are diagrammed as adjectives. *Running* and *coming* are present participles; *loaded* and *injured* are past participles. Do you find any verbs in these participial phrases? What is a phrase?

Adjective and adverbial clauses

The woman who was sitting on the veranda when we passed the house has been singing in the church quartette since she was seventeen years old.

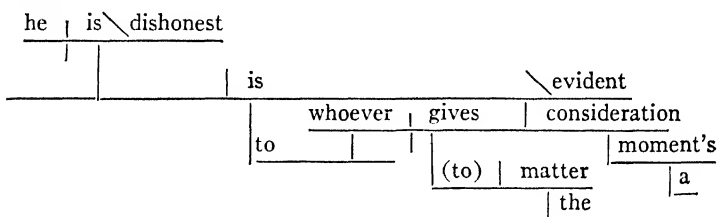


The subordinate clause, whether it is adjective or adverbial, is written with subject and predicate like a sentence; but since it is used like an adjective or an adverb, it is written on a line below the word which it modifies. (The distinction between the subordinate conjunction *since* and the conjunctive adverb *when* is not important. All such words may be treated as subordinate conjunctions.)

The substantive clause; the indirect object

That he is dishonest is evident to whoever gives the matter a moment's consideration.

That

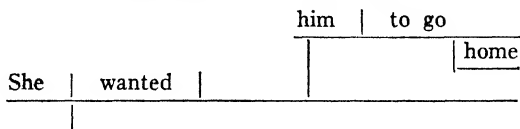


The first substantive clause is subject of the main verb *is*. It is placed on the little stand so that there will be no confusion as to which is the main verb of the sentence. The second substantive clause is object of the preposition *to*. It is placed on the stand so that no one will think that *whoever* is object of this preposition.

Matter is the indirect object of the verb *gives*. Consideration is the direct object. The indirect object is usually the object of some preposition understood, like *to*, *for*, *of* or *by*. An "understood" word is placed in parenthesis.

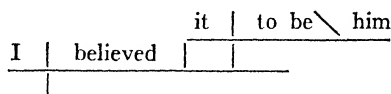
The infinitive

She wanted him to go home.



Because *him* is subject of the infinitive it is in the accusative case. *Him* is not the object of *wanted*. She does not want *him*. Quite the contrary; she wants to get rid of him; she wants *him to go home*. (*Home* in this sentence is a noun used as an adverb, though the ability to recognize the construction will not help your English any.)

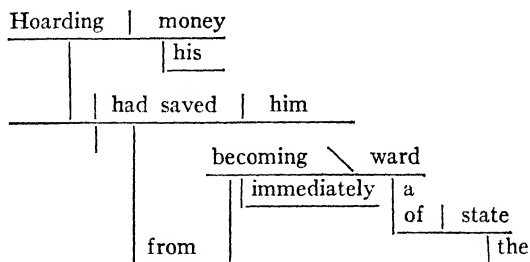
I believed it to be him.



The verb *to be* takes the same case after it as before. Since it is the subject of the infinitive *to be*, it is in the accusative case. Hence *him* must be in the accusative case to agree with *it*. You may call this, not the predicate nominative, but the predicate *objective*. It is used just as the predicate nominative is used except that both the subject and the subject complement are in the objective case.

The gerund

Hoarding his money had saved him from becoming immediately a ward of the state.



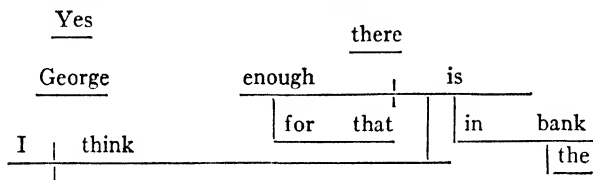
A gerund is a substantive and may therefore be used and diagramed as any other substantive. But it is also a verbal and

may therefore take an object or an adverbial modifier. (If you are interested in grammatical puzzles, try giving the construction of *ward*.)

Independent elements

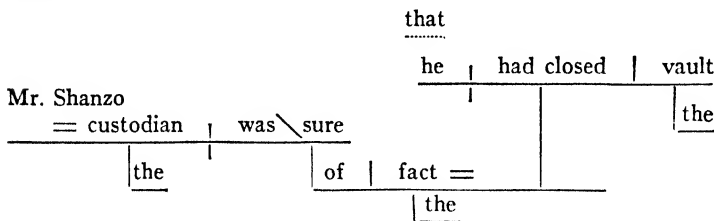
Such constructions as the noun of address, the expletive, some exclamations, *yes* and *no*, nominatives absolute, etc., being grammatically independent of the rest of the sentence, may be diagrammed like the samples below.

Yes, George, I think there is enough for that in the bank.



Appositives

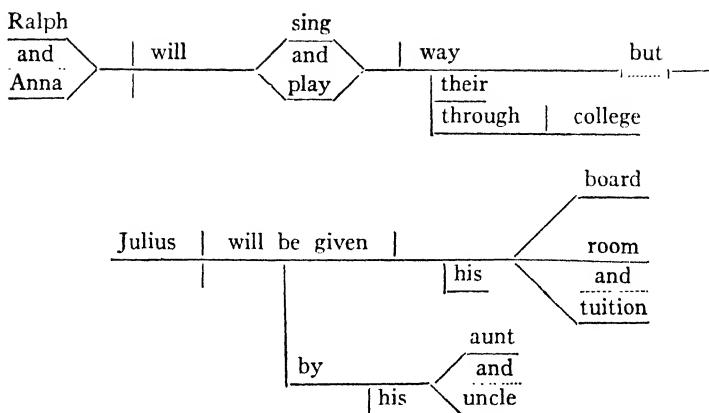
Mr. Shanzo, the custodian, was sure of the fact that he had closed the vault.



Note that the first appositive is a noun; the second is a noun clause, or substantive clause.

Compounds in the simple sentence; the compound sentence

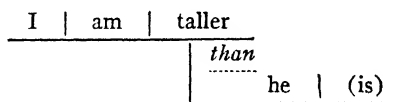
Ralph and Anna will sing and play their way through college, but Julius will be given his board, room, and tuition by his aunt and uncle.



Way is the object of both *sing* and *play*. *But* is the conjunction which joins the two clauses. The three *and*'s connect the nouns and verbs with which they are found. The first *his* modifies all three words—*board*, *room*, *tuition*. The second *his* modifies *aunt* and *uncle*. Notice how each one of these words is diagramed. (Does *through college* modify the verb or the noun?)

Comparatives with *than* and *as*

I am taller than he.



Than is a conjunction. *Is* is the verb understood.

APPENDIX B

GRADED SPELLING LIST OF 3,000 MOST FREQUENTLY USED WORDS

This list is based upon a combination of the one thousand most commonly used words as presented in Ayres' *A Measuring Scale for Ability in Spelling*, and the second and third thousands, as presented in *Sixteen Spelling Scales* compiled by Professors Briggs, Kelley, and others at Columbia.¹ Words from the Ayres list are in heavy type, their spelling difficulty denoted by capital letters; those from the Briggs-Kelley list are in light type, their spelling difficulty denoted by Arabic numerals.

The words in these lists are arranged according to difficulty, words in Group 20 being just a little harder than words in Group 19; those in Group 56 a little harder than those in 55. By following the directions on page 512 a pupil may find out just how good a speller he is compared to thousands of other pupils in American high schools who have taken these tests.

In order to understand how to read the table below notice that the letters and numbers across the page represent the difficulty groups—the words in the groups with the higher numbers being harder to spell than those in the groups with the lower numbers. The column down the page at the left indicates the grades 1 to 12 in our American schools. The other columns down the page under each of the difficulty groups represent how well the pupils in each grade spell the words in that group. For instance, the words in Group 33L are spelled with 50 per cent accuracy by pupils in the second grade in our American schools; while these same words are spelled with 98 per cent accuracy by pupils in the sixth grade.

¹ The words from *A Measuring Scale for Ability in Spelling* are used by special permission of the Russell Sage Foundation. Those in the *Sixteen Spelling Scales* by permission of Professor Briggs and the Bureau of Publications of Teachers College, Columbia University.

Grade	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P										
1	13	15	17	19	20	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
2	99	98	96	94	92	88	84	79	73	66	58	50														
3			100	99	98	96	94	92	88	84	79	73	66	58	50											
4					100	99	99	98	96	94	92	88	84	79	73	66										
5								100	99	98	96	94	92	88	84	79										
6										100	99	98	96	94	92	88										
7											100	99	98	96	94	94	98	99	98	97						
8																	100	99	99	98						
9																										
10																										
11																										
12																										

Briggs-Kelly percentages
simplified to nearest unit.

512 ESSENTIALS OF CORRECT ENGLISH

By the use of the table a pupil may tell how well he spells compared with other boys and girls in our American schools. For instance, if he spells list 47 with 89 per cent accuracy, he has about average seventh grade spelling ability; if he spells the same list with 99 per cent accuracy, he has average twelfth grade spelling ability. Again, if he is in the seventh grade and spells but 70 per cent of the words in list 50, he is only an average speller; while if he is in the twelfth grade and spells even 95 per cent of the same list, he is still just an average speller.

The spelling lists follow:

13A	20E	into	make	lazy	long
me	he	him	school	silk	love
do	you	today	street	smoke	then
15B	will	look	say	sugar	house
and	we	did	come	<u>swell</u>	year
go	an	like	hand	<u>day</u>	to
at	my	six	ring	eat	I
on	up	boy	live	sit	as
17C	last	book	kill	lot	send
	not	23	late	box	one
a	us	bank	let	belong	has
it	am	goat	big	door	some
is	good	joke	mother	yes	if
she	little	lumber	three	low	how
can	ago	match	land	soft	her
see	old	mill	cold	stand	them
run	bad	sing	hot	yard	other
	red		hat	bring	baby
19D	22F	24G	child	tell	well
the	of	bright	ice	five	about
in	be	fast	play	ball	men
so	but	slow	sea	law	for
no	this	by	25	ask	ran
now	all	have	sound	just	was
man	your	are		way	that
ten	out	had	26H	get	his
bed	time	over	cup	home	led
top	may	must	doll	much	lay
				call	

GRADED SPELLING LIST

513

27	miss	Mr.	fly	stay	life
amuse	ride	after	gate	grand	here
awake	tree	thing	gun	outside	car
bitter	sick	what	hair	dark	word
brain	got	than	lunch	band	every
cake	north	its	meat	game	under
combine	white	very	mice	boat	most
cool	spent	or	midnight	rest	made
dare	foot	thank	obey	east	said
distance	blow	dear	pen	son	work
dock	block	west	pin	help	our
dog	spring	sold	pole	hard	more
ear	river	told	probate	race	when
fish	plant	best	queen	cover	from
flag	cut	form	ray	fire	wind
frame	song	far	recall	age	print
fun	winter	gave	robbed	gold	air
green	stone	alike	roof	read	fill
hill	free	add	rose	fine	along
kept	lake		stake	cannot	lost
milk	page	29	stream	May	name
mud	nice	active	string	line	room
note	end	bent	tea	left	hope
orange	fall	display	test	ship	same
pan	feet	farce	trim	train	glad
range	went	ill	wake	saw	with
remark	back	mistake	willing	pay	mine
rubber	away	spoil	wooden	large	
seed	paper	sweet	seven	near	31
seeing	put	timber	forget	down	anybody
shade	each	wireless	happy	why	bath
share	soon		noon	bill	bell
sport	came	30J	think	want	bushes
tent	Sunday	apple	sister	girl	depend
thin	show	argue	cast	part	dirt
wall	Monday	butter	card	still	drew
western	yet	candy	south	place	dust
youngest	find	convert	deep	report	factor
	give	copper	inside	never	fool
28I	new	county	blue	found	gather
nine	letter	dwelt	post	side	grace
face	take	feed	town	kind	kiss

lecture	greet	without	these	pie	lesson
oil	heavy	afternoon	club	pipe	half
peach	lawn	Friday	seen	pitch	farther
pick	leather	hour	felt	pocket	anything
plate	load	wife	full	reduce	table
promotion	market	state	fail	render	high
rag	record	July	set	rock	talk
remove	regain	head	stamp	somewhere	June
replace	regular	story	light	tall	right
restless	safe	open	coming	trace	date
salt	setting	short	cent	treatment	road
sat	signal	lady	night	trick	March
seat	teeth	reach	pass	weak	next
shore	tour	better	shut	window	indeed
smart	understood	water	easy	won	four
speed	wood	round		yourself	herself
spread	yellow	cost	33L	catch	power
storm	became	price	advance	black	wish
strong	brother	become	agent	warm	because
tag	rain	class	alive	unless	world
task	keep	horse	ate	clothing	country
taxes	start	care	banker	began	meet
tuck	mail	try	beach	able	another
union	eye	move	bird	gone	trip
vest	glass	delay	bunch	suit	list
wet	party	pound	charm	track	people
wheat	upon	behind	clip	watch	ever
whenever	two	around	coat	dash	held
	they	burn	darling	fell	church
32K	would	camp	die	fight	once
apron	any	bear	finger	buy	own
bench	could	clear	fit	stop	before
cat	should	clean	flowing	walk	know
discover	city	spell	fresh	grant	were
ditch	only	poor	gift	soap	dead
dream	where	finish	homesick	news	leave
expert	week	hurt	imports	small	early
federal	first	maybe	impose	war	close
fellow	sent	across	mad	summer	flower
flame	mile	tonight	mass	above	nothing
flood	seem	tenth	noble	express	ground
gain	even	sir	notion	turn	lead

such	neck	grind	sight	build
many	nobody	jaw	stood	understand
morning	organ	join	fix	follow
however	outline	locate	born	charge
mind	pain	marble	goes	says
shall	park	master	hold	member
alone	post office	melt	drill	case
order	quart	method	army	while
third	rear	myself	pretty	also
push	repeat	nail	stole	return
point	shake	pack	income	those
within	shine	pink	bought	office
done	shower	produce	paid	great
body	silver	rail	enter	Miss
	simple	recess	railroad	who
34	snow	reform	unable	died
ahead	space	relate	ticket	change
battle	step	rent	account	wire
belt	stick	restore	driven	few
bigger	suspect	rise	real	please
blood	temple	save	recover	picture
boss	thankful	self	mountain	money
bound	ward	skirt	steamer	ready
brass	wash	slight	speak	omit
brick	wide	struggle	past	anyway
brown	wise	tan	might	
corn		team	begin	36
decline	35M	tooth	contract	aid
fancy	blew	treat	deal	alarm
fee	blister	twice	almost	awhile
fleet	bond	wing	brought	barking
frost	bone	winner	less	basket
fruit	calm	trust	event	blank
grew	congress	extra	off	branches
guide	cry	dress	true	brave
hall	dance	beside	took	bread
hurry	deed	teach	again	cargo
king	delight	happen	inform	craft
lack	drug	begun	both	cross
mark	earth	collect	heart	cute
mouth	fond	file	month	danger
music	food	provide	children	defeat

516 ESSENTIALS OF CORRECT ENGLISH

demand	smile	itself	question	dispose
dish	steal	always	doctor	disposition
draw	steam	something	hear	drop
drink	student	write	size	dull
dry	stuff	expect	December	enjoying
earn	sunk	need	dozen	everybody
evil	supper	thus	there	faith
excuse	swing	woman	tax	farm
fat	tribute	young	number	fence
fear	tube	fair	October	fetch
force	unfit	dollar	reason	flat
funny	unknown	evening	fifth	floor
grave	upper	plan		fracture
health	wave	broke	38	fur
heat	wheel	feel	accord	furnish
hit	wild	sure	asleep	glove
hunt	worse	least	bag	grain
impress		sorry	bat	grapes
inch	37N	press	beat	hip
lace	except	God	beheaded	including
lift	aunt	teacher	bend	inland
lock	capture	November	beyond	inner
matron	wrote	subject	bind	insist
merry	else	April	bite	job
mid	bridge	history	bottle	kites
middle	offer	cause	brokers	labor
northwestern	suffer	study	building	laugh
otherwise	built	himself	celebrate	leaf
outcome	center	matter	chance	meal
pull	front	use	cheese	nation
punishment	rule	thought	coast	nerves
quick	carry	person	coffee	net
retain	chain	nor	comb	prospect
rich	death	January	compose	protect
rope	learn	mean	conduct	relation
sank	wonder	vote	construct	roll
seek	tire	court	contend	sad
sell	pair	copy	crew	sake
shame	check	act	crime	scare
shirt	prove	been	crown	scold
shock	heard	yesterday	design	sheet
sleep	inspect	among	devote	shelter

GRADED SPELLING LIST

517

shoe	central	pastor	royal	friend
single	charter	payment	objection	during
skin	clever	pity	pleasure	through
sledge	climb	platform	navy	police
somewhat	clock	plenty	fourth	until
spoke	comply	policeman	population	madam
spot	conductor	problem	proper	truly
store	connect	propose	judge	whole
straw	cottage	pump	weather	address
suspending	counter	pupil	worth	request
tale	cream	quit	contain	raise
thunder	daily	reverse	figure	August
training	deposit	rush	sudden	Tuesday
trial	desire	sale	forty	struck
trot	detail	settle	instead	getting
trying	egg	shaft	throw	don't
ugly	expire	sign	personal	Thursday
underground	foundation	slip	everything	
undertake	gas	soup	rate	40
united	gracefully	spite	chief	ability
unload	hack	square	perfect	aim
useful	harvest	stage	second	airship
venture	hurried	stiff	slide	apply
voice	improve	tear	farther	assembly
worst	industry	upwards	duty	attire
wrong	inspection	valley	intend	attraction
	introduce	value	company	avoid
390	invite	waiting	quite	bay
abroad	kitchen	wipe	none	below
admire	knock	eight	knew	bidder
admit	lap	afraid	remain	bit
anywhere	leader	uncle	direct	bottom
appointment	limit	rather	appear	break
arm	location	comfort	liberty	bushel
artistic	lonesome	elect	enough	carries
bake	lucky	aboard	fact	caught
base	main	jail	board	circus
behalf	map	shed	September	coffin
blame	native	retire	station	collection
bloom	nurse	refuse	attend	construction
bodies	owners	district	between	continue
cap	paints	restrain	public	convicted

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courage	northern	voting	hungry	surface
cruel	nose	whatever	insane	swimmer
desk	notwithstanding	41P	interchange	taste
discovery	numerous	absolute	junior	tavern
dispute	officer	accuse	knowledge	tend
distant	ourselves	annex	leg	thick
diving	owe	array	living	throat
domestic	pile	bacon	medical	tight
dough	porch	barn	merchant	tile
driver	postal	brush	multitude	ton
employment	preach	cash	namely	tongue
enjoyment	rank	chop	narrowly	trade
eve	rare	coal	natural	trunk
extent	resort	conclude	noisy	unseen
extract	respond	content	normal	wed
forbid	ribbon	correct	noted	wore
forgotten	scrub	cough	notice	wound
fought	sealskin	couple	overland	yell
gang	secret	credit	overworked	spend
garment	sentence	cultivate	palace	enjoy
gloomy	shape	cure	pending	awful
habit	sharp	dentist	piano	usual
hang	silence	deny	powerful	complaint
hid	silly	depot	prize	auto
hotel	slavery	deprive	pure	vacation
injury	smell	dismiss	rainy	beautiful
introducing	solve	driving	recorded	flight
iron	spare	eastern	reflect	travel
jump	spinal	establish	remainder	rapid
kingdom	squad	explore	represented	repair
lad	staff	extend	resolution	trouble
lonely	stories	filled	respect	entrance
loving	strain	freeze	rid	importance
lung	strange	frequently	ripe	carried
maid	switch	fudge	rub	loss
melody	sword	future	rug	fortune
mental	territory	grilling	shot	empire
mince	text	hate	slipper	mayor
minister	touch	heap	someone	wait
moreover	treason	holiday	sum	beg
naval	turkey	host	sun	degree
noises	verse		supplies	prison

GRADED SPELLING LIST

519

engine	approve	humanity	sanity	ancient
visit	aside	idea	score	angered
guest	assume	launch	scratch	area
department	attain	legal	scream	bearer
obtain	attic	listen	seldom	beauty
family	awarded	loose	serving	belief
favor	bead	marry	severe	biggest
Mrs.	beaten	mission	shoot	birth
husband	bless	moderate	sitting	bitten
amount	cheerless	moment	soldier	blossom
human	chicken	murder	somebody	bother
view	clipping	nature	southern	breeze
election	comment	neglect	spirit	button
clerk	complain	noteworthy	steel	careful
though	concrete	novel	strike	carrying
o'clock	congregation	oh	style	civil
support	consent	outgoing	substance	closing
does	consume	passage	suggestion	clothes
regard	create	pave	sunny	college
escape	curve	permit	sweat	concert
since	decrease	permitted	sweep	conclusive
which	dinner	poetry	tap	control
length	documents	ports	tenor	cook
destroy	drawn	poverty	thereon	corner
newspaper	duties	pronounce	threat	creek
daughter	edge	proud	tie	crisis
answer	employer	pulpit	title	crop
reply	enforce	realize	topic	cubic
oblige	engagement	reduction	trail	delightful
sail	exception	regiment	tried	discourage
cities	failure	regret	trout	easier
known	fate	release	truth	element
several	fled	remarkable	undertaking	empty
desire	forth	remind	unexpected	encourage
nearly	freedom	rescue	valve	engravers
	fund	resident	violation	everywhere
42	garden	restoration	wine	exercise
absent	glowing	revolver	worry	expectation
accomplish	gown	roar		explain
afford	graduate	robbery	43Q	false
ambition	grow	row	agree	fashion
apart	hasten	ruin	altitude	forest

fried	rebuilding	region	action
fry	require	convict	justice
funeral	sauce	private	gentleman
govern	season	command	enclose
grass	senior	debate	await
grip	sensation	crowd	suppose
happily	sex	factory	wonderful
haste	sneak	publish	direction
hole	sort	represent	forward
influence	splendid	term	although
intense	sprinkle	section	prompt
jelly	stag	relative	attempt
kid	starvation	progress	whose
layer	stomach	entire	statement
legislative	stove	president	perhaps
lie	stunt	measure	their
limb	subscription	famous	imprison
lodge	surround	serve	written
lovely	tail	estate	arrange
meantime	tempt	remember	
met	thereby	either	44
mob	transfer	effort	abolish
modern	underwear	important	acute
motor	uniform	due	advantage
murdered	unpleasant	include	advertise
observation	vacant	running	advocate
operation	wholesale	allow	agency
opposing	winning	position	alter
oversees	writer	field	angry
package	sometimes	ledge	announce
parlor	declare	claim	approach
patriot	engage	primary	assemble
pavement	final	result	basement
per	terrible	Saturday	bean
perfected	surprise	appoint	berry
permission	period	information	bid
pickle	addition	whom	bulk
polish	employ	arrest	burden
pride	property	themselves	burnish
prince	select	special	caller
quarrel	connection	women	canal
quarter	firm	present	cheaply

circle	hence	satisfactory	convey
circulated	honest	scrap	countries
color	imperial	sneeze	crushed
commercial	impression	sore	delicate
commonwealth	inability	statues	dignity
considerable	indication	stir	discuss
consumption	inquire	submitted	doctrine
contrary	insure	superior	double
cotton	island	surely	educational
couch	item	swept	electric
cousin	leaving	telegram	equal
critical	legislature	till	exactly
curtain	level	tiny	examine
custard	memorial	towel	executive
damage	mirror	tracing	fault
dealer	mix	tract	foolish
declaring	mother's	undefended	gaze
default	neighborhood	vault	guard
delivery	nobility	waist	hospital
depose	nominated	warn	indulge
deserve	nomination	wealth	instant
detain	outing	welcome	interval
detective	papa		journey
determine	parties	45R	laid
devil	pillow	alley	latter
disaster	praise	antler	literature
draft	predicted	appeal	loan
druggist	preparing	attack	manage
entertainment	probable	auction	medium
erect	process	beneath	meter
exceed	products	bestow	military
explanation	proof	bluff	minor
fever	proposition	boast	navigation
fiction	pudding	boil	nevertheless
freight	punish	borrow	nod
furniture	reject	bump	offensive
gambling	repairing	cabinet	opposition
generation	retirement	cellar	percentage
gossip	revision	choice	personality
grade	ridden	commence	placing
growth	romance	commend	policy
healthy	safely	constitute	positive

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possibly	neighbor	general	confer
presentation	weigh	tomorrow	confidence
proposal	wear	consider	constant
reception	entertain	against	contractors
register	salary	complete	crazy
registration	visitor	search	cries
relay	publication	treasure	cushion
residence	machine	popular	dangerous
resign	toward	Christmas	debt
rough	success	interest	decoration
satisfaction	drown		destructive
saving	adopt	46	dine
scalp	secure	increasing	division
scenery	honor	indicate	easily
scientist	promise	making	edition
smuggle	wreck	memory	editor
sole	prepare	moving	embodies
sought	vessel	paragraph	encounter
stair	busy	pledge	engineer
steak	prefer	portion	expensive
stitch	illustrate	purchase	extensive
stricken	different	reunion	fame
strictness	object	standard	famine
striking	provision		fortnight
stylish	according	47S	frocks
swimming	already	acre	frontage
taking	attention	advertising	garage
taxicab	education	affect	group
traffic	director	applied	hammock
tunnel	purpose	aroused	horrible
uncomfortable	common	astonished	interview
university	diamond	attitude	jackies
users	together	attribute	jealous
vast	convention	bare	knee
virtue	increase	barrel	loud
vow	manner	brief	man's
waste	feature	cabbages	marine
youngster	article	charity	maximum
forenoon	service	chore	ministry
lose	injure	coach	missionary
combination	effect	commit	motormen
avenue	distribute	compromise	mounted

murderer	total	chapel	presume
nap	mention	cheek	putting
negro	arrive	clothe	quality
nervous	supply	column	quiet
orchard	assist	commencement	resources
passenger	difference	companions	route
perform	examination	compensation	sacred
performance	particular	consist	society
plain	affair	creditor	structure
plum	course	curious	toll
postscript	neither	customer	type
prayer	local	daring	unbearable
presence	marriage	demonstrate	urging
primaries	further	demonstration	variety
relying	serious	denies	voyage
removal	doubt	description	woolen
representative	condition	device	writing
salad	government	disturbance	guess
satisfy	opinion	doubtful	circular
scarcely	believe	drawer	argument
scholar	system	employee	volume
sermon	possible	enterprise	organize
sew	piece	errand	summon
sightseeing	certain	excursion	official
situate	witness	fatal	victim
sketch	investigate	frequent	estimate
straight	therefore	grocery	accident
sustain	too	grower	invitation
taxation	pleasant	heavily	accept
trustee		hug	impossible
tumbling	48T	humor	concern
urgent	abundant	illustration	associate
useless	agreed	immortality	automobile
wander	amusing	industrial	various
win	assignment	institute	decide
yoke	attach	intention	entitle
often	average	janitor	political
stopped	banquet	lawyer	national
motion	barren	occur	recent
theatre	boom	oppose	business
improvement	breakfast	parent	refer
century	changing	postpone	minute

ought	hire	squeeze	custom
absence	immense	stock	declamation
conference	institution	straighten	defense
Wednesday	issuing	stretch	desert
really	leaped	torture	despite
celebration	liberal	trolley	difficulties
folks	library	undergone	disagreeable
	linen	valued	endeavor
49	loyalty	village	faculty
adjustment	luxury	whiskey	furry
administer	lying	wife's	gasoline
ambulance	musical	wit	geometry
announcement	one's	witnesses	ha
apartment	parade	worn	headache
apiece	pear	wrap	incident
appearance	picnic	yield	injuries
asserted	poultry		jewel
assign	preference	50U	languages
attendance	preservation	activities	lava
belated	previous	altogether	liquor
captain	probability	animal	ma
carriage	quote	announcing	manufacture
ceases	reasonable	arisen	medal
champion	reign	assurance	mend
climate	remedy	assured	merely
committed	reorganization	authorized	mining
compelled	resided	awfully	motorcycle
considerably	revealed	baggage	newspaper's
current	revival	bail	notable
deliver	revolt	basis	ordinary
describe	roofer	brilliant	owing
embrace	sacrifice	cancer	pa
excellent	satisfied	capacity	pattern
exist	sensible	castle	persuade
extension	sentiment	charging	program
favorable	series	client	puzzled
favorite	shoulder	coaling	racing
ferry	shown	commission	radical
gallery	skull	concerning	recognize
gospel	socialist	contempt	relieve
governor	sped	continually	resistance
gymnastics	squadron	custody	scheme

senator
shop
smooth
social
speech
statesmen
stepped
sympathy
telephone
thorough
toot
toured
uncertain
urge
vigorous
wherever
meant
earliest
whether
distinguish
consideration
colonies
assure
relief
occupy
probably
foreign
expense
responsible
beginning
application
difficulty
scene
finally
develop
circumstance
issue
material
suggest
mere
senate
receive

respectfully
agreement
unfortunate
majority
elaborate
citizen
necessary
divide

51

abandon
accompanied
actual
administration
advise
aged
anxious
arrival
aspirations
authorities
bandit
barely
biscuit
bowel
broad
collar
comfortably
competition
confident
cruiser
descend
destruction
divorce
encouragement
extradition
extremely
finance
fortunate
fraternity
gem
handkerchief
hustle

injunction
install
instance
intimate
laborers
luncheon
machinery
novelty
obtainable
occupied
operating
patient
petition
precaution
pressure
Pullman
response
reverend
rumor
salaries
sectional
strength
throughout
tomato
toppled
treasurer
unsuspecting
valuable
veteran

52V

ache
arctic
bathe
berth
boarder
bruise
competent
criminal
decentralization
desirous
dictionary

electrical
exhaust
exhaustion
exhibit
ignore
imagine
indebted
inhabitant
interior
jewelry
justification
maintain
mantle
men's
metal
opposite
persisted
personally
polar
prevailed
professor
regularly
sanitary
screen
sleeve
successful
suspension
tailor
theft
twined
woman's
world's
principal
testimony
discussion
arrangement
reference
evidence
experience
session
secretary
association

**career
height****53**

alcoholic
alimony
ambuscade
authority
aviator
boosted
bus
contusions
deputy
disposal
earnest
excavation
excitement
friendliness
individual
insurance
license
medicine
molten
negative
nervousness
noose
notified
occupants
offense
officially
precious
premium
purchasing
qualified
securing
site
slipped
suburb
suicide
vehicle
year's

54W

additional
adjourn
available
bidding
budget
capital
centuries
choir
conclusively
condemned
congested
congestion
congratulatory
contributor
cruising
destined
equally
forego
gray
grey
independent
indicted
investigation
legacy
lurk
original
originate
peculiar
physical
politics
possibility
realty
sense
stenographer
successor
summoned
thresh
traveler
traveller
trifle
unusual

usually
vicinity
organization
emergency
appreciate
sincerely
athletic
extreme
practical
proceed
cordially
character
separate
February

55

assistance
attorney
banana
ceremonies
consequence
coronation
cylinder
drugged
expedition
franchise
galleries
jurisdiction
ladies'
lynch
magazine
motorist
recruit
reliability
religious
rite
sensational
tariff
tendency
vegetable
volunteered

56X

administrative
antique
apparently
believing
cavalry
characteristic
congratulations
contribution
cooperation
delegate
disease
dispatch
independence
inquiry
mysterious
nationalities
prohibitory
prominent
receiving
routine
seamstress
socialism
summoning
suspicious
immediate
convenient
receipt
preliminary
disappoint
especially
annual
committee

57

accustom
acknowledge
benefit
boring
breathe
burglary

campaign
candidate
canine
chaperon
commissioners
conferred
customary
debauch
debris
disappear
economical
exclusively
fatally
guardian
horizon
illegal
interrupt
minority
mutilate
peasants
physician
planned
polls
practically
preparation
presidency
professional
pursue
societies
solemn
statute
sufficient
surgeon
temporary
warrant
women's

58Y

absolutely
abutting
agitation
alias

annually
appetite
bankruptcy
bigamy
colonel
correspondent
disgust
elimination
eminent
filial
financial
formerly
hosiery
interfering
justifiable
larceny
minimum
obstacles
occasion
opportunity
practice (*n.* or *v.*)
practise (*v.*)
recommit
soliciting
specimen
statistics
subsidy
temperature
tyranny
decision
principle

59

acquaint
adjournment
controversy
corpse
council
dissatisfied
extravagant
feminine
fraternal

gymnasium
humorists
illness
legend
manned
notoriously
pamphlet
partially
possession
scrutinizing
tragedies
unusually
yacht

60Z

achievement
affirmative
amendment
anticipate
appropriate
architecture
avalanche
capitol
efficient
exhibition
museum
papal
permanent
pronunciation
proprietor
recognition
referred
seize
similar
strenuous
suffrage
tomahawk
judgment
judgement
recommend
allege

61

acquaintance
apparatus
appropriating
attendants
burglaries
cafeteria
chauffeur
competitive
competitors
conferrees
congressional
duped
facilities
magnificent
opponents

62

aspirants
chef
conqueror
conspicuous
criticism
deferred
deliberately
gallantry
hybrid
parachute
politician
rabid
recommendation
schedule
superintendent
sympathize
tragedy

63

accidentally
acquisition
appropriation
catastrophe
cholera

528 ESSENTIALS OF CORRECT ENGLISH

contemporaries
efficiency
existence
immediately
kindergarten
misdemeanor
parliaments
philosopher
spiritualism
spiritualist
undoubtedly

64

aggregate
cemetery
corps
incidentally
privilege
unanimous

65

affectionately
candidacy
chancellor
defendants
embassies

occurred
paradoxical
pollen
rheumatism
troupe
unconscious

66

assassination
bureaus
caucus
emphasizes
envelop (*v.*)
envelope (*v. and n.*)
hypnotize
interlocutory
parliamentary
pistil
portiere
sachem
seance
simultaneous

67

dirigible
legitimate

misappropriating
occurrence
pageant
promenade
restaurant

68

notoriety
nucleus
unprecedented

69

chautauqua
phrenologist

70

accommodation

71

tableaux

73

precedents

75

. maneuver

The following words belong among the second and third thousand most frequently used, but, owing to errors in typing, they were not spelled.

confess
confession
confine
contest
corporation
excelled
fanned
gale
halt

league
likely
misunderstand
municipal
peace
skillfully
skilfully
soul
tourist

The following words, appearing in Jones' list of 100 *demons*, do not appear in the above lists.

choose	seems
grammar	tired
having	won't
hoarse	

Prefixes and Suffixes. A *prefix* is one or more syllables placed at the beginning of a word to change or modify its meaning.

The consonant in a prefix, in order to make the pronunciation easier, may change, but it does not disappear. *ad count* becomes *ac count*. Look up some of the more common prefixes below as they appear in the dictionary. Notice the ones which change the consonant and why. (Note, however, *a*, *co*, *di*, *e*, *tra*.)

PREFIX	MEANING	ILLUSTRATION
ab (abs, a)	from, without	abandon
ad (ac, af, ag, al, an, ap, ar, as)	to, at	admit, affect allege, attend
ante	before	antecedent
anti	against	antidote
circum	around	circumnavigate
con (co, col, com, cor)	with, together	cooperate, conscience
de	from, down, away	derail, descend
dis (dif, di)	not, from	disagree, differ
ex (ef, e)	out, from	exit, extract
extra	beyond, out of	extraordinary
in (ill, im, ir)	in, into, not	inside, incorrect
inter	among	international
mis	wrongly	misdirect
mono	one	monorail
non	not	nonsense
per	through, by, for	perfect, perforce
post	after, behind	postpone
pre	before	precede
pro	forward	proceed, provide
re	back, again	return, regain
semi	half	semicolon

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PREFIX	MEANING	ILLUSTRATION
sub (suc, suf, sug, sup, sur)	under	subscribe support
super	above, beyond	superman
syn (sym)	with, together	synchronize
trans (tran, tra)	across, over, through	transcontinental transfer
un	not	unhappy

A *suffix* is one or more syllables placed at the end of a word to change its meaning.

SUFFIX	MEANING	ILLUSTRATION
able (ible)	able or fit for	movable, forcible
ance (ence)	act of, state of	guidance, excellence
ant (ent)	one who, that which	servant, student
ed	did	smiled
ee	one receiving	employee
er (or)	one who	employer, donor
er	more	harder
est	most	hardest
ette	little	kitchenette
ful	full of	faithful
graph	writing	telegraph
ic	relating to	metallic
ing	verbal ending	running
ion (sion, tion)	act or state of	explosion
ism	policy of	socialism
ist	one skilled in	chemist
less	without	senseless
logy	discourse on	biology
ly	manner	correctly
ment	state of being	embarrassment
ness	state of being	sickness

Students will find it helpful to keep a notebook record of misspelled words, errors in grammar, and errors in speech. Forms for keeping this record are suggested on page 531.

RECORD OF ERRORS

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WORDS THAT I MISPELL

Word	Syllabication Pronunciation	Remark or Rule
preparation dissatisfied	prep a rā' tion dīs sat' īs fīed	prepare keep consonant in <i>dis</i>

MY OTHER ERRORS IN WRITING

Error	Problem
Writing fragment for a sentence.....	36, 37, 38
Dangling participle	75

MY ERRORS IN SPEECH

Error	Problem
Between you and <i>I</i> for <i>me</i>	66
A person should be careful with <i>his</i> English	63

APPENDIX C

ABILITY REQUIRED

There are three steps in learning to use correct English. First the student must secure the knowledge that enables him to recognize what is correct and what is incorrect. Second, he must acquire the skill or ability to use the correct forms when he is thoughtfully and deliberately trying to do so. Finally, by constant use of the correct forms, he must develop the habit of using them almost without thinking. Knowledge alone is not sufficient. Skill in the use of that knowledge must follow. Habits are the ultimate goal.

Listed below are the different uses to which pupils should be able to put the knowledge set forth in the statement of requirements preceding each of the eight parts of this book. Of course those dealing with original speech and writing are the most important. In the space after the statement of each skill pupils should insert the percentage standard decided upon by the school or by the individual teacher.

REQUIRED STANDARDS OF ABILITY

In use of capitals

Correcting incorrect sentences	—%
Writing correctly from dictation	—%
Writing original illustrations of various rules	—%
In original composition, total errors not exceeding	—

In use of punctuation marks

Inserting correct punctuation	—%
Correcting wrong punctuation	—%
Writing correctly from dictation	—%
Writing original sentences illustrating various rules	—%
Giving reasons for punctuation marks	—%
In original composition, total errors not exceeding	—

In avoidance of common errors	
Choosing correct forms	—%
Completing sentences with correct forms	—%
Correcting incorrect sentences	—%
Identifying types of error	—%
Giving reasons for preferred forms	—%
In original composition, total errors not exceeding	—
In speech—standards comparable to those in writing	
In use of grammar	
Choosing correct forms	—%
Completing sentences with correct forms	—%
Correcting incorrect sentences	—%
Giving original sentences illustrating grammatical principles	—%
Identifying grammatical constructions	—%
Giving reasons for various usages	—%
In original composition, total errors not exceeding	—
In speech—standards comparable to those in writing	

SUGGESTED STANDARDS

How high should these standards be? Since the goal is thorough mastery, they should be as near 100% as possible. The author suggests those below. Some critics of these standards have objected to standards as low as 75% and 80% on the ground that they do not indicate mastery. It has been the experience of the author that they represent about as high a percentage of mastery as the average high school pupil ever attains.

Choosing correct forms, completing sentences with correct forms	90%
Correcting incorrect sentences	90%
Writing correctly from dictation	90%
Giving original illustrative sentences	90%
Identifying types of error	85%
Identifying grammatical constructions	80%
Giving grammatical reasons for usages	75%
Written work: no more than four errors per hundred words involving principles already studied	
Speech: subjective standards comparable with the above	

APPENDIX D

Below is given the International Phonetic Alphabet, including the symbol of each sound, and a key word illustrating the sound. The phonetic system of pronunciation is preferred by some authorities to the diacritical marks in common use now.

SYMBOLS		KEY WORDS		SYMBOLS		KEY WORDS	
<i>a</i>	[a]	<i>father</i>	[faðə]	<i>ŋ</i>	[ŋ]	<i>sing</i>	[sɪŋ]
<i>ʌ</i>	[ʌ]	<i>vow</i>	[vaʊ]	<i>o</i>	[o]	<i>obey</i>	[obeɪ]
<i>æ</i>	[æ]	<i>ask</i>	[ask]	<i>ʊ</i>	[ʊ]	<i>low</i>	[ləʊ]
<i>aɪ</i>	[aɪ]	<i>by</i>	[baɪ]	<i>ɔə</i>	[ɔə]	<i>bore</i>	[boə]
<i>æ</i>	[æ]	<i>hat</i>	[hæt]	<i>ɔ</i>	[ɔ]	<i>hall</i>	[hɒl]
<i>b</i>	[b]	<i>ball</i>	[bɒl]	<i>ɒ</i>	[ɒ]	<i>long</i>	[lɒŋ]
<i>d</i>	[d]	<i>dog</i>	[dɒg]	<i>ɔɪ</i>	[ɔɪ]	<i>boy</i>	[bɔɪ]
<i>e</i>	[e]	<i>débris</i>	[debri]	<i>ɔə</i>	[ɔə]	<i>bore</i>	[boə]
<i>eɪ</i>	[eɪ]	<i>say</i>	[seɪ]	<i>p</i>	[p]	<i>pan</i>	[pæn]
<i>ɛ</i>	[ɛ]	<i>met</i>	[mɛt]	<i>r</i>	[r]	<i>red</i>	[rɛd]
<i>ɛə</i>	[ɛə]	<i>there</i>	[ðɛə]	<i>s</i>	[s]	<i>so</i>	[səʊ]
<i>ɜ</i>	[ɜ]	<i>bird</i>	[bɜd]	<i>ʃ</i>	[ʃ]	<i>shoe</i>	[ʃu]
<i>ə</i>	[ə]	<i>above</i>	[əbʌv]	<i>t</i>	[t]	<i>tell</i>	[tɛl]
<i>f</i>	[f]	<i>fan</i>	[fæn]	<i>θ</i>	[θ]	<i>thin</i>	[θɪn]
<i>g</i>	[g]	<i>go</i>	[goʊ]	<i>ð</i>	[ð]	<i>then</i>	[ðɛn]
<i>h</i>	[h]	<i>hot</i>	[hɒt]	<i>u</i>	[u]	<i>pool</i>	[puːl]
<i>i</i>	[i]	<i>eat</i>	[it]	<i>v</i>	[v]	<i>book</i>	[bʊk]
<i>ɪ</i>	[ɪ]	<i>it</i>	[ɪt]	<i>və</i>	[və]	<i>poor</i>	[puə]
<i>ɪə</i>	[ɪə]	<i>here</i>	[hɪə]	<i>ʌ</i>	[ʌ]	<i>nut</i>	[nʌt]
<i>j</i>	[j]	<i>yes</i>	[jes]	<i>v</i>	[v]	<i>vine</i>	[vaɪn]
<i>k</i>	[k]	<i>call</i>	[kɒl]	<i>m</i>	[m]	<i>what</i>	[wʌt]
<i>l</i>	[l]	<i>lamb</i>	[læm]	<i>w</i>	[w]	<i>way</i>	[weɪ]
<i>m</i>	[m]	<i>mat</i>	[mæt]	<i>z</i>	[z]	<i>zone</i>	[zoʊn]
<i>n</i>	[n]	<i>not</i>	[nɒt]	<i>ʒ</i>	[ʒ]	<i>azure</i>	[æʒə]

INDEX

Since nearly half of the book is composed of exercises, almost all of which have in them sentences which review principles previously mastered, and since most of the problems begin with reviews of all previous material on which the new subject matter is based, it is obviously impractical to index each sentence found in such reviews. Therefore these reviews are indexed only when they are composed solely or chiefly of sentences devoted to the item indexed. Boldface numbers indicate pages on which the item referred to is most fully presented.

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